innovations '86

Hilroy Fellowship Program
Programme de bourses au mérite Hilroy

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INNOVATIONS IN TEACHING

RÉSUMÉS OF THE HILROY FELLOWSHIP PROGRAM 1986

administered by

CANADIAN TEACHERS' FEDERATION TRUST FUND

110 Argyle Avenue
Ottawa, Ontario
K2P 1B4

INNOVATIONS DANS L'ENSEIGNEMENT

RÉSUMÉS DU PROGRAMME DE BOURSES AU MÉRITE HILROY 1986

administré par le
FONDS EN FIDUCIE DE LA
FÉDÉRATION CANADIENNE DES ENSEIGNANTES
ET DES ENSEIGNANTS

110, avenue Argyle
Ottawa (Ontario)
K2P 1B4

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*National Award for Great Merit/Bourse nationale pour mérite notable
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Les projets gagnants des bourses nationales sont publiés dans les deux langues officielles. Pour faciliter la compréhension de l'objet des autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

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*National Award for Great Merit/Bourse nationale pour mérite notable
**National Award for Outstanding Merit/Bourse nationale pour mérite exceptionnel

FOREWORD

Each year the Canadian Teachers' Federation proposes to publish the résumés of projects of the Hilroy Fellowship Program. This booklet contains the résumés for the year 1986.

In the index at the back of the booklet is a listing of projects of the previous five years. Résumés for each of the previous five years are available on request.

You will note that each résumé has a project number, in addition to its title and author. If, after reading the résumés, you would like to see the original material, we will copy it when feasible and have it sent to you for your own use. If the project involves the use of concrete materials such as tapes, slides or non-reproductible material, these will be sent to you on loan for a given period of time.

Requests should be addressed to: Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

The Canadian Teachers' Federation will make every effort to have all the projects readily available for those who wish to study them further.

Projects are accepted, published and reproduced in the language chosen by the author(s) and are not translated by this office except for the four projects selected for special national recognition. To provide ready understanding of the subject matter of all other projects, however, the introduction to each project is translated into the other official language.

We hope the publication of these résumés will prove of value to the many educators across Canada who are interested in creative and innovative, teacher-prepared materials in the field of education.

AVANT-PROPOS

La Fédération canadienne des enseignantes et des enseignants se propose de réunir, dans une publication annuelle, les résumés des projets réalisés dans le cadre du Programme de bourses au mérite Hilroy. Le présent livret renferme les résumés pour l'année 1986.

Les dernières pages du livret fournissent la liste des projets des cinq dernières années. Les résumés des projets mentionnés peuvent être obtenus sur demande.

Chaque résumé est accompagné d'un numéro, outre le titre et le nom de l'auteur. Après la lecture, si vous voulez obtenir les documents originaux, nous les reproduirons si possible et vous les enverrons. Si le projet comprend l'utilisation de rubans, de diapositives ou d'autre matériel non reproductible, nous nous ferons un plaisir de vous prêter ceux-ci pour une période déterminée.

Prière d'adresser toute demande à la Fédération canadienne des enseignantes et des enseignants, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4.

La Fédération canadienne des enseignantes et des enseignants s'efforcera d'avoir tous les projets disponibles à l'intention des personnes désireuses de les étudier davantage.

Chaque projet est reçu, publié et reproduit dans la langue de l'original; notre bureau n'en fait pas la traduction, sauf pour ce qui est des quatre projets qui ont mérité des bourses nationales. Cependant, pour faciliter la compréhension de l'objet de tous les autres projets, l'introduction de chacun d'eux est traduite dans l'autre langue officielle.

Nous espérons que cette publication sera utile aux éducateurs du Canada qui s'intéressent à ces exemples de matériel didactique créateur et innovateur conçus par des membres de la profession enseignante.

INTRODUCTION

The Hilroy Fellowship Program was established in 1969 by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The aim of the Program is to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practices.

Teachers who are working at any level in an elementary or secondary school and who have devised new methods, new approaches or new teaching devices, are eligible to apply for Fellowships. Small groups of teachers who worked as a team under a coordinator are also eligible. Application forms and related instructions may be obtained from the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4 or from provincial or territorial teachers' organizations. Applications may be in either English or French.

Recommendations for the award of Fellowships of $1,500 each at the provincial level are made by the provincial teacher organizations. Recommendations for the award of a Fellowship of $1,500 to teachers in the Territories, for three national awards for great merit ($3,500 each), and for one award of outstanding merit ($5,500) are made by a National Advisory Council. The final selections in all cases are subject to ratification by the Roy C. Hill Charitable Foundation.

All applications must be accompanied by a brief summary. This summary must not exceed one page and should include a brief description of the major points discussed in the Application Form; it must be clear and concise enough to stand on its own merit. As the summaries of award-winning applications are published for the purpose of disseminating information about the Hilroy Fellowship projects, they must be prepared in such a way as to be suitable for such publication. Full payment of awards will be made on receipt of satisfactory summaries.

In all matters relating to the Hilroy Fellowship Program and the awards, the decision of the Roy C. Hill Charitable Foundation is final.

While the stated purpose of the Hilroy Fellowship Program is to encourage and reward the innovative classroom teacher, it may be considered to have a more far-reaching objective — the fostering of improved teaching practices for the general improvement of education. In keeping with this objective, this publication is a compilation of the résumés of innovative projects by classroom teachers, projects for which the innovators have been judged worthy of recognition by the award of a Hilroy Fellowship. It is hoped that this publication and the résumés it contains will encourage other teachers to experiment and to innovate.

Copies of this report are available to practising teachers without charge on request to the Secretary-Treasurer, CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

SEE LAST PAGE OF THIS BOOKLET FOR ORDER FORM FOR HILROY APPLICATION FORMS AND PREVIOUS YEARS' COPIES OF INNOVATIONS WHICH ARE STILL IN PRINT.

INTRODUCTION

Le Programme de bourses au mérite Hilroy, établi en 1969 par la Fondation de bienfaisance Roy C. Hill, est administré par le Fonds en fiducie de la Fédération canadienne des enseignantes et des enseignants. Il vise à encourager et à récompenser le personnel enseignant en exercice qui a conçu de nouveaux moyens de perfectionner les méthodes pédagogiques.

Les membres de la profession enseignante du palier primaire ou secondaire qui ont établi de nouvelles méthodes, ou de nouveaux moyens didactiques, peuvent présenter une demande. Les petites équipes enseignantes, travaillant sous la présidence d'un coordonnateur, sont également admissibles. On peut obtenir des formules de demande ou des indications pertinentes en s'adressant au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4, ou aux organisations provinciales ou territoriales de la profession enseignante. Les demandes peuvent être présentées en français ou en anglais.

À l'échelle provinciale, les organisations de la profession enseignante recommandent des candidatures pour les bourses valant 1 500 $. Le Conseil consultatif national recommande des candidatures pour: une bourse de 1 500 $ destinée au personnel enseignant des territoires, trois bourses nationales pour mérite notable (de 3 500 $ chacune), et une bourse pour mérite exceptionnel (de 5 500 $). Dans tous les cas, la sélection finale est soumise à la ratification de la Fondation de bienfaisance Roy C. Hill.

Un sommaire du projet doit accompagner chaque demande. D'une longueur maximale d'une page, il doit illustrer brièvement les principaux points mentionnés dans la formule. Il doit être clair et concis, afin de rendre justice au projet sans nécessiter d'autres détails. Comme les sommaires serviront ensuite à diffuser des renseignements sur les projets primés, ils doivent être prêts à publier. La bourse sera versée en entier dès qu'un sommaire satisfaisant aura été reçu.

Pour tout ce qui concerne le Programme de bourses au mérite Hilroy et l'attribution des bourses, la décision de la Fondation de bienfaisance Roy C. Hill est sans appel.

Même si le Programme est destiné à encourager et à récompenser le personnel enseignant innovateur, son but est de portée beaucoup plus grande: il vise à promouvoir l'amélioration des méthodes pédagogiques en vue de l'avancement général de l'éducation, en raison de quoi la présente publication est mise à votre disposition. Elle constitue un

recueil des résumés de projets innovateurs réalisés par des membres du personnel enseignant en exercice qui ont ainsi mérité une distinction, soit l'obtention d'une bourse Hilroy. Ce recueil est publié dans l'espoir de motiver d'autres membres de la profession enseignante à innover et à tenter des expériences.

Les membres du personnel enseignant en exercice peuvent obtenir des exemplaires gratuits du présent rapport en adressant une demande au secrétaire-trésorier, Fonds en fiducie de la FCE, 110, avenue Argyle, Ottawa (Ontario) K2P 1B4.

À LA DERNIÈRE PAGE DE CE LIVRET, VOUS TROUVEREZ UNE FICHE DE COMMANDE POUR LES FORMULES DE DEMANDE HILROY ET LES EXEMPLAIRES D'INNOVATIONS ENCORE DISPONIBLES.

Names and addresses of teachers:

Joanne M. Williams
904-246 Roslyn Road
Winnipeg, Manitoba
R3L 0H2

Owen Clark
607 Avila Avenue
Winnipeg, Manitoba
R3T 3A5

Don Mandryk
34 Karen Street
Winnipeg, Manitoba
R2G 1X1

Pat Stefanchuk
152 Edstan Place
Selkirk, Manitoba
R1A 2E9

Marilyn Book
103-1460 Jefferson Avenue
Winnipeg, Manitoba
R2P 0Y7

Iris Van Caeyzeele
522 Belmont Avenue
Winnipeg, Manitoba
R2V 0Z5

Tom Clasper
409-690 Kenaston Boulevard
Winnipeg, Manitoba
R3N 1Z3

Name and address of school:

Elwick Community School
30 Maberley Road
Winnipeg, Manitoba
R2P 0E2

Title:

BRINGING ELEMENTARY MUSIC INTO THE 80'S

Titre:

PROGRAMME DE MUSIQUE DU CYCLE PRIMAIRE FAIT SON ENTRÉE DANS LES ANNÉES 80

Introduction

Music, like most spheres of North American culture has evolved rapidly since the turn of this century. The advent of electronic music has made it possible for one person, given one well-equipped music lab, to compose and record the sound track for an entire movie. In order to reflect these incredible changes in technology and to meet the needs of our students a serious upgrading

Introduction

La musique, comme la plupart des autres domaines de la culture nordaméricaine, a évolué rapidement depuis le début du siècle. L'avènement de la musique électronique a rendu possible pour une seule personne, dotée d'un laboratoire de musique bien équipé, de composer et d'enregistrer toute la trame sonore d'un film. Il est essentiel que le programme de musique actuel soit

of our present music curriculum is vital.

fortement amélioré pour tenir compte de ces incroyables changements technologiques et répondre aux besoins de nos élèves.

Description

At Elwick Community School, over the last three years, students from level I to level VI have been involved in cooperative programming. The main areas of interest to us have been:

1. focusing our attention on the 20th century musical styles of jazz, rock, latin, and electronic soundscapes;
2. increasing basic musical literacy in line with 20th century requirements (reading chord symbols, improvising, etc.);
3. encouraging student creativity through student compositions and student playwriting;
4. viewing music as a powerful tool for communicating our ideas about the world around us;
5. developing programming for musically gifted students and refining some activities or general class application;
6. exploring multi-media techniques and presenting multi-media productions created by students and team members.

Our program started by utilizing Orff, string and other accoustic instruments readily available in elementary classrooms. Over time our programming has evolved to include more and more electronic equipment, giving students access to a wider variety of high quality sounds. Composer packages for the computer allow students to build a composition step by step and to create even beyond their actual playing ability. This use of electronic equipment provides the unique opportunity for students' creativity and basic performance skills to grow simultaneously.

Method and Procedures

In the process of upgrading the music curriculum, our energies have been directed toward the following activities:

Project 1: "Batucada" — A Rhythm-centered Approach To Ensemble Playing

— This latin percussion piece was taught simultaneously to Elwick Band and to the University of Manitoba Percussion Ensemble.

— A rhythm centre of three or four students was established and a complex network of complimentary rhythms was added.

— The conductor used a whistle to feature sections or soloists in short rhythmic improvs, and to indicate one of four bridges used to connect these sections.

— The format and length of the piece was varied each performance.

Project 2: Exchange Concerts — University of Manitoba Percussion Ensemble/Elwick

— Students from the university and elementary were able to meet; University of Manitoba students did a concert at Elwick and in return, Elwick performed at the Faculty of Music.

— Batucada was performed as a joint effort on both occasions.

Project 3: "Must Be Magic"

— The repertoire the band had been building over the year was extended into a musical review, "Must be Magic" in line with our multi-media mandate.

— Students and teachers at Elwick worked together to create a short play.

— Our final performances at Elwick included about 200 students, levels I-VI, with singing, dancing drama, visual effects, magic tricks, and Elwick Band accompanying.

Project 4: "Acting In Concert"

— This half-hour multi-media show was created by Elwick Band and the team for presentation at the provincial teachers' conference this year.

— Our efforts included a wide range of electronic instruments, singing, dancing, student compositions, mime skits, visual effects on a rear projection screen (slides, movies, and overheads).

Project 5: "Eek!"

— This fifteen-minute play was created and workshopped by band members and the team.

— Electronic soundscapes, featuring the sound effects patches in our synths were used to simulate the adventures of a twelve year old boy and his teddy bear, Pooky, as they travelled through the boy's nightmares.

— The band, choir, and a parent from the community presented "Eek!" to the school, school board, and parents at Elwick this spring and again at our divisional Festival of the Arts.

Project 6: "Catching the Light Just Right"

— An honour band and singers from high schools in our division was established which included six students from Elwick.

— Collaboration between this group and the team resulted in a twenty-minute review which featured mime, singing, dancing, a small combo-type band and an original musical score.

— This show was presented each night of our Festival of the Arts as a tribute to the Year of the Composer.

Project 7: Video

— Under the guidance of a cameraman from the National Film Board, Elwick students and the Catching the Light Band made a video of "Eek!" and a new ten-minute piece "Never Before in My Wildest Dreams".

— On one song we were able to pretape the audio and then to get the whole band of high school students acting in mime along with the music.

Project 8: Society for Disabled Children

— Students and parents from Elwick Band went twice a week for one month into two evening programs offered by the Society for Physically Disabled Children ages 9-16.

— The elementary students, parents, and workers helped the children with lots of hands-on time on our instruments.

— We took the best of our equipment and did some performing.

— Other features of our program were creating plays with sound effect. Presentations included both the children in the evening programs and band members, working together.

Workshopping "Eek!" with some of the Elwick Band, choir and actors/ Répétition de la pièce «Eek!» avec des membres de l'orchestre, de la chorale et des acteurs de l'école Elwick

Names and addresses of teachers:

Lois Burdett
105 Neal Avenue
Stratford, Ontario
N5A 5A7

Helen Edmonds
151 Windemere Crescent
Stratford, Ontario
N5A 6A9

Names and addresses of schools:

Hamlet Public School
Stratford, Ontario

Avon Public School
140 Caledonia Street
Stratford, Ontario
N5A 5W8

Grades 2 and 3 students from Hamlet Public School performing on the Startford Festival stage for an audience of professional actors/Élèves de deuxième et de troisième année du Hamlet Public School sur la scène du Festival de Stratford devant un public composé d'acteurs professionnels.

Title:

SHAKESPEARE AND THE GRADE TWO STUDENT

Introduction

As primary teachers in Stratford, Ontario, we wanted to introduce our young students to the magic of Shakespeare. Unfortunately, it has too often been assumed that a Shakespearean play would hold no appeal for such young minds. Our project was borne of a conviction that Shakespeare could be meaningful and fun for an average

Titre:

SHAKESPEARE ET L'ÉLÈVE DE DEUXIÈME ANNÉE

Introduction

Parce que nous enseignions dans une école primaire de Stratford (Ontario), nous voulions faire pénétrer nos jeunes élèves dans le monde magique de Shakespeare. Malheureusement, on a trop souvent présumé qu'une pièce de Shakespeare n'offrirait aucun intérêt pour les tout jeunes. Notre projet est né de la conviction

class of seven and eight year olds.

qu'une classe moyenne d'enfants de sept et huit ans trouveraient Shakespeare amusant et le comprendraient.

Description

At first, our idea that such young children could understand and enjoy Shakespeare was met with disbelief. Traditionally, the Shakespearean play has been reserved for the high school student. Much to the surprise of our sceptics, however, our program worked. Indeed, our children's enthusiasm and artistic achievements exceeded our own initial expectations.

At the outset, we recognized we would not be able to tackle Shakespeare's works in the conventional manner. Had we confronted our pupils with intimidating passages of Elizabethan English to be memorized and recited, we would undoubtedly have failed. We chose instead to involve our pupils in as many facets of theatre and the creative process as possible.

After listening to simplified stories of Shakespearean plays, the children created their own impromptu versions. No scripts were memorized and the role playing was spontaneous. The children "learned by doing" and every student had a part. They toured city theatres and met actors, directors and other professionals in the "grown-up" theatre community. As teachers, we provided the time, opportunity and freedom for the children to explore ideas and to demonstrate their growing awareness. They were so motivated they began to think like their characters. Love letters and challenges to fight duels, "jaw to jaw with madness" were delivered personally. Original poetry ranged from single verses to a complete version of Twelfth Night and The Winter's Tale in rhyme. Our evaluation methods emphasized personal growth and the accomplishments of each child. This in itself motivated the children to even higher levels of achievement. In essence, our role as teachers was gently to guide our pupils into the world of Shakespeare, without marking the path so clearly that they would forfeit the joy of personal discovery.

For the students our Shakespearean adventure has taught them much more than the plot line of a play. The children began to tap creative talents they had not suspected. Furthermore, the process of staging a Shakespearean play required of the students, the cooperative skills which are critical in today's world. Their accomplishments fostered a degree of pride and self-confidence unusual in children so young. The children progressed from being completely unaware of Shakespeare "I don't know who William Shakespeare is. I don't know any of the big kids" to being invited to perform their version of *A Midsummer Night's Dream* on the world famous Shakespearean stage in Stratford, Ontario.

When they received a standing ovation from the audience of the professional cast, one little girl was overheard to remark, "Isn't it wonderful to be famous."

Evaluation

The most important objective of the evaluation process is to enhance the child's concept of his or her own worth. Emphasis should be placed on the student's achievements. The child's problems should be considered as steps in growth and not as failures. Paper and pencil tests and examinations should be avoided. Instead there should be continuous evaluation of students through observation.

Conclusion

This project has also initiated a whole new learning experience for the children. The students were invited to perform their versions of the Shakespearean plays at the 150th Anniversary celebration of Texas, at the University of Southwest Texas in San Marcos. They were taped for the CBC National News and broadcast throughout the United States. The children had a tremendous opportunity to meet and talk with children of another country and to experience the special culture of Southwest Texas. Four children from the class will also appear in a real Shakespearean production on the Festival stage. They were selected by the director after the entire class was auditioned at the school.

As a direct result of this project, we have been invited to give workshops in Perth County, as well as seminars with the Shakespearean Festival Theatre for teachers from Canada and United States. It is indeed satisfying to see other elementary teachers become inspired to explore with their students the timeless emotions and ideas of Shakespeare.

Finally, we hope the success of our learning program will encourage others to explore with children their own locales and to help children discover first hand what makes their cities or towns unique. Our program grew out of the experience of living in one specific community. We are convinced, however, that the principles underlying our program and the approach we used can be applied to *any* classroom in *any* community. We cannot stress enough the importance of transcending the barriers which have too often isolated schoolrooms from the real world of the workaday community.

An endeavour such as the one outlined in our project entails a considerable investment of time and effort. The rewards, however, more than compensate for the costs!

Name and address of teacher:
Betty Ann Bodnar
Box 459
Martensville, Saskatchewan
S0K 2T0

Name and address of school:
Caswell School
204-30th Street
Saskatoon, Saskatchewan
S7L 0N9

Betty Ann Bodnar

Title:

A PROGRAM FOR TEACHING PEACE AND WAR IN A NUCLEAR ERA

Purpose

A major challenge in education today is to provide for the development of lifelong skills which will prepare students for the future. The challenge is complicated by the fact that students are living in a milieu of a nuclear era. Many of these students fear with despair, there may not be a future to prepare for.

Listening to many students resulted in a determination to design a program which would provide opportunities to discuss feelings and increase knowledge about the unspeakable issues of nuclear war and provide opportunities in which students could personally contribute to the development of peace. My goal was to inspire students to foster attitudes of conflict resolution and cooperation and the belief that building international understanding will ultimately determine the destiny their futures

Titre:

GUERRE ET PAIX EN CETTE ÈRE NUCLÉAIRE: PROGRAMME D'ÉTUDES

But

L'un des principaux défis que doit élever l'éducation aujourd'hui est de permettre le développement de connaissances qui serviront toute une vie et prépareront les élèves pour l'avenir. Le défi se complique du fait que ceux-ci vivent dans une ère nucléaire. Un grand nombre d'entre eux craignent désespérément de n'avoir peut-être aucun avenir en perspective.

En écoutant leurs remarques, j'ai pris la résolution de concevoir un programme qui leur donnerait l'occasion de discuter de leurs sentiments, d'acquérir davantage de connaissances sur les questions indicibles relatives à la guerre nucléaire et de contribuer personnellement à la promotion de la paix. Mon but était de les encourager à adopter des attitudes qui favorisent la solution des conflits et la coopération, et de leur inspirer la conviction qu'en développant l'entente internatio-

could hold.

nale ils détermineront en fin de compte le sort que leur réserve l'avenir.

Description

The project was used with nine to eleven year old boys and girls in a program for gifted learners during the 1984-85 school year. The learning activities and materials used were interdisciplinary, as the project permeated all subject areas of learning. The teaching style was facilitative as students participated directly and were involved in an experiential style of learning. A variety of methods and procedures were applied in exposing students to concepts involving: conflict and its resolution; the arms race; disarmament and development; concepts of peace and student roles in the future. Rather than becoming embedded in facts and figures of content I designed a program of study in which all four areas of concepts would involve use of audio-visual materials, media-related information, simulations, creation of projects and some form of sharing.

The nature of war was introduced through the use of films from which students prepared posters to inform viewers of information they had acquired. This led to the examination of concepts related to conflict at individual, national and international levels. Students analyzed case study and newspaper articles for levels of conflict, participants involved, causes, points of view and resolution. A visual comic illustration was used to further understanding of terminology related to conflict and war. Students prepared visual vocabulary illustrations of terms to share with the school. Students experienced a chocolate bar simulation role playing membership in Asia, Europe, Africa, the Middle East, North and South America to discover how resources play a key role in contributing to conflict and ultimately violence of war. They acquired understandings of how size, population, economy, politics and natural resources have an impact on conflict development. Finally television shows such as the A-Team, MASH and Scarecrow and Mrs. King were critiqued and analyzed for their affects in building conflict in children.

The second area; the arms race, disarmament and development involved acquisition of information and knowledge through fact and theory sheets, articles and readings. Group discussions and mini lectures created opportunities to share topics such as military versus social expenditures linked to development issues. To understand why weapon development continues despite the realities of our present destructive power, another simulation was experienced regarding the decision-making process of accepting or rejecting the production of a new weapon. Role playing scientists and politicians from departments such as Defence, Finance, and Education brought students in touch with the difficulties of rejecting ideas which may even have potential harm in

society. To involve others in awareness raising, students then designed, conducted and reported their findings of an experiment involving the affects of children's war toys on elementary school age children.

To gain an understanding of how war and peace have evolved over history, novels were read in various periods such as the American Revolution, Civil War, World Wars I and II, etc. Students prepared diaramas and shared oral presentations with other classes to illustrate how our need for peace has brought war.

The final section of the study on peace involved several activities. After analyzing the Declaration of the Rights of the Child students researched pacifists such as Mother Teresa, Mahatma Ghandi, Christian Sects such as the Doukhobors and Mennonites and religions such as Buddhism and Hinduism, prepared reports, made posters and shared their contributions with fellow classmates. They then webbed *Sadako and the Paper Cranes* and spent art classes on the process of making paper cranes as a symbol of hope. Poetry was read and cooperative games were played in physical education to further encourage the de-emphasis of competition, conflict and violence. As a culminating activity the students experienced the simulation Firebreaks where they dealt with a projected world situation of 1988 in Eastern Europe, the Caribbean Basin, India and Pakistan, the Middle East and Persion Gulf. As ambassadors to the United States and the Union of Soviet Socialist Republics they experienced the realities of a decision-making process which could lead to a nuclear war. IT DOESN'T!

By this point students are accepting future roles of participating in influencing of others towards peaceful living. Through use of the Creative Problem Solving process their solution for children is to establish a Peace Club. They do so successfully and establish the club's aims, goals and objectives as well as take on their first club activity by educating others through a booth they make for a peace conference held in Saskatoon. Letter writing, involvement of guests from Project Ploughshares are other ideas they pursue quickly.

Conclusion

Students are actively involved in asking questions and critically searching for answers throughout the study of this topic. The results are rewarding. Children move from a "fear of the unknown" to feelings of "personal power control and action". I am grateful I listened to the students and was able to create a program which gave them a hope for the future. I know the lifelong skills they are challenged to develop will have more meaning now, since they have gained an understanding of the present nuclear milieu and how they can attempt to improve life in the future.

NATIONAL AWARD FOR GREAT MERIT

Names and addresses of teachers: 86-2-4

William Raymond
17 Dalhousie Crescent
Mount Pearl, Newfoundland
A1N 2Y9

David C. Rideout
P.O. Box 145
Foxtrap, Newfoundland
A0A 2J0

Name and address of school:

Fred Kirby Junior High School
P.O. Box 100
Foxtrap, Newfoundland
A0A 2J0

David Rideout (left), Sheena Hanley, CTF Vice-President (center), William Raymond (right).

Title:

A UNIT OF WORK WHICH ALLOWS JUNIOR HIGH STUDENTS TO INVESTIGATE AND RECORD THEIR HERITAGE AND GAIN BASIC RESEARCH SKILLS

Affective Objectives (as adapted from Tallman and Tallman)

1. *In the Individual Student*
   - — An appreciation of the nature of the student's own heritage and an understanding of the contributions of the Newfoundland culture to the broader Canadian experience.
   - — A sensitivity to and appreciation for both standard and dialect forms of English.
   - — A deeper sense of the need for honour and integrity in recording and conveying the traditions of the past.
   - — A clearer sense of self-identity vis-à-vis the family, the community, and the heritage of the Newfoundland people.
   - — An appreciation of the impact of the single individual on the community and on the traditions through his/her personal contribution to the seeking and recording of information.
2. *In the Community*
   - — The development of empathy between the older generations, as the purveyors of the local traditions, and the younger generations, as the recipients of the cultural heritage.

— A heightened solidarity between school and the parent and the community at large as a result of the school's proclaimed interest in the ethnic heritage of its supporters, thus benefitting the pupil.

3. *Within the Classroom*

— The improvement, through greater knowledge and communication, of the relationships between students of different ethnic cultures and between the students and the teacher.

Students

This project involved the participation of the entire Grade 8 population of the Fred Kirby Junior High. This included a total of eight classes with a population of approximately 250 students. The classes were grouped heterogeneously with a wide range of ability. In other words, the population would be representative of a suburban junior high containing grades 7, 8 and 9.

Description

Core Concepts and Skills

The following comprises a list of core concepts and skills to which the student will have been exposed by the end of the instructional period:

Bibliography	Archives
Footnote	Newfoundlandia
Rites of Passage	Card Catalogue
Folklore	Accession Number
Interview	Calendar Events
Genre	Folktale
Dialect	Folk Literature
Heritage	Myth
Culture	Fable
Tradition	Legend

Core Skills (Cheek and Cheek, et al) — *Cognitive Objectives*

I. *Reading Skills*

A. *Reference Skills*

1. Students will be expected to use effectively the following resources:
   a) encyclopedias,
   b) the vertical file,
   c) the library card catalogue system, and
   d) the archives card catalogue system.

B. *Organizational Skills*

1. Students will be able to develop outlines.
2. Students will be able to underline key points or key ideas in a given passage.
3. Students will be able to take notes during reading.

C. *Specialized Study Skills*

1. Students will be able to use a table of contents and a list of charts.
2. Students will be able to use a glossary and index.
3. Students will be able to preview, skim, or scan materials for selected information.
4. Students will be able to adjust reading rate according to material and purpose.

II. *Oral Communication Skills*

A. *Group Discussion*

1. Each student will act as a chairperson of a group discussion.
2. Each student will act as a recorder of a group discussion.
3. Each student will present orally, in synopsis form, the findings of the group.

B. *Individual Presentation*

1. The students will prepare a five-minute oral presentation.
2. Students will make a presentation using films, the overhead, or tape recorder for enhancement.
3. Students will field questions from the audience concerning their presentations.

C. *Interview*

1. Students will compile a list of twenty-five questions on a specific folklore genre to ask an informant.
2. Students will tape an interview using a cassette recorder.

III. *Listening Skills*

1. Students will listen to speakers, recordings, and other students' presentations for information as well as enjoyment.
2. Students will be able to summarize a presentation, tape, or film.

3. Students will be able to sequence data presented in an oral format.

4. Students will conduct themselves in an appropriate manner during an oral presentation.

IV. *Writing Skills*

1. Students will compile a written research paper that includes a title page, a table of contents, a bibliography, and appropriate footnotes.

2. Students will be able to use appropriate punctuation and capitalization for quoted work.

3. Students will be able to paraphrase information and compile a report that demonstrates cohesion and unity.

4. Students will be able to write an introductory essay to accompany their interview tape.

5. Students will be able to complete the accession cards needed to catalogue their tapes and other folklore material.

The student's own folklore was the vehicle employed to teach data gathering and basic research skills to grade 8 students. This mode was selected because of its relevance to the student. In essence, they would be carrying out research with which they could easily identify.

Of equal importance, the folklore project was to make the students aware of archival procedures and material as well as to have them become, in a significant way, the recorders of their community's culture. With these two objectives in mind the students were asked to gather folklore material via tape, interviews, photos and rubbings for accession to the archives. The material collected by the students ranged from folk narrative to family recipes. These collections were evaluated, accessed and then became the foundation for future student research.

Conclusion

The project itself allowed the student to do meaningful research, provide a service to his/her community and school, and, finally, to gain an insight into his/her heritage. As a teaching tool, this project has proven to be quite useful and interesting from both the students' and teachers' point of view.

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse des enseignants: 86-2-4

William Raymond
17, croissant Dalhousie
Mount Pearl (Terre-Neuve)
A1N 2Y9

David C. Rideout
C.P. 145
Fostrap (Terre-Neuve)
A0A 2J0

Nom et adresse de l'école:

Fred Kirby Junior High School
C.P. 100
Fostrap (Terre-Neuve)
A0A 2J0

David Rideout (à gauche), Sheena Hanley, vice-présidente de la FCE (au centre) et William Raymond (à droite)

Titre:

UNE UNITÉ DE TRAVAIL QUI PERMET AUX ÉLÈVES DU CYCLE INFÉRIEUR DE L'ÉCOLE SECONDAIRE D'ÉTUDIER ET D'ENREGISTRER LEUR PATRIMOINE ET D'ACQUÉRIR DES APTITUDES DE BASE EN MATIÈRE DE RECHERCHE

Objectifs à caractère affectif (adaptés de Tallman et Tallman)

1. *Chez l'élève individuel*

   — une appréciation de la nature du patrimoine de l'élève et une compréhension des contributions de la culture terre-neuvienne à l'expérience canadienne générale

   — une conscience et une appréciation des formes normalisées et dialectales de l'anglais

   — un sens plus profond du besoin de faire preuve d'honneur et d'intégrité lorsqu'il s'agit de consigner et de transmettre les traditions du passé

   — un sens plus net de sa propre identité vis-à-vis de la famille, de la communauté et du patrimoine du peuple terre-neuvien

   — une appréciation de l'influence que peut avoir une seule personne sur la communauté et les traditions en contribuant à la collecte et à l'enregistrement de renseignements

2. *Au sein de la communauté*

   — la création d'une empathie entre les générations plus âgées, qui transmettent les traditions locales, et les générations plus jeunes, qui héritent le patrimoine culturel

   — une solidarité accrue entre l'école, et le parent et la communauté en général, en raison de l'intérêt que démontre l'école à l'égard du patrimoine ethnique de sa clientèle, ce qui profite à l'élève

3. *À l'intérieur de la classe*

   — l'amélioration, au moyen de connaissances approfondies et d'une meilleure communication, des rapports entre les élèves des différentes cultures ethniques et entre les élèves et le personnel enseignant

Élèves

Ont participé au projet tous les élèves de la 8e année de l'école secondaire Fred Kirby Junior High. Il y avait un total de huit classes comptant environ 250 élèves. Les classes étaient hétérogènes en ce sens qu'elles comprenaient différents niveaux d'aptitude. Autrement dit, la population était représentative d'une école secondaire de banlieue réunissant les 7e, 8e et 9e années.

Description

Concepts et aptitudes de base

Voici une liste des concepts et des aptitudes de base présentés à l'élève au cours de la période d'instruction:

Bibliographie
Note de renvoi
Rites de passage
Folklore
Entrevue
Genre
Dialecte
Patrimoine
Culture
Tradition
Archives
Folklore terre-neuvien
Catalogue de fiches
Numéro d'archivage
Calendrier d'activités
Conte populaire
Littérature populaire
Mythe
Fable
Légende

Aptitudes de base (Cheek et Cheek, et autres) — *Objectifs à caractère cognitif*

I. *Aptitudes à la lecture*

A. *Consultation d'ouvrages de référence*

1. Les élèves doivent apprendre à bien utiliser les ressources suivantes:

   a) encyclopédies;
   b) fichiers verticaux;
   c) système de catalogage de bibliothèque sur fiches, et
   d) système de catalogage d'archives sur fiches.

B. *Organisation des idées*

Les élèves apprendront à:

1. établir des comptes rendus;
2. dégager les points ou les idées clés dans un passage donné, et
3. prendre des notes en lisant.

C. *Techniques spéciales*

Les élèves apprendront à:

1. utiliser une table des matières et une liste de tableaux;
2. utiliser un glossaire et un index;
3. parcourir rapidement des documents pour y repérer des renseignements choisis, et
4. modifier leur vitesse de lecture selon le sujet et le but.

II. *Aptitudes à la communication orale*

A. *Discussion en groupe*

Chaque élève:

1. présidera un groupe de discussion;
2. agira en tant que procès-verbaliste d'une discussion en groupe, et
3. présentera oralement, sous forme de synopsis, les observations du groupe.

B. *Exposé individuel*

Les élèves seront appelés à:

1. préparer un exposé oral de cinq minutes;
2. présenter un exposé à l'aide de films, d'un rétroprojecteur ou d'un magnétophone, et
3. répondre aux questions de l'auditoire au sujet de leurs exposés.

C. *Entrevue*

Les élèves seront appelés à:

1. dresser une liste de vingt-cinq questions à poser à un expert au sujet d'un genre folklorique particulier, et
2. enregistrer une entrevue à l'aide d'un magnétophone à cassettes.

III. *Aptitudes à l'écoute*

Les élèves apprendront à:

1. écouter des conférenciers, des enregistrements et des exposés faits par d'autres élèves aux fins d'information et d'agrément;
2. résumer un exposé, un enregistrement ou un film;
3. organiser des données présentées dans un exposé oral, et
4. se comporter de façon convenable pendant un exposé oral.

IV. *Aptitudes à la rédaction*

1. Les élèves rédigeront un document de recherche qui comprendra une page de titre, une table des matières, une bibliographie et des notes de renvoi.
2. Les élèves apprendront à bien utiliser la ponctuation et les majuscules dans les citations.
3. Les élèves pourront paraphraser des renseignements et dresser un rapport démontrant la cohésion et l'unité des idées.
4. Les élèves apprendront à écrire une introduction pour accompagner l'entrevue enregistrée.
5. Les élèves apprendront à remplir les cartes d'archivage nécessaires aux fins de catalogage de leurs rubans et d'autres documents folkloriques.

L'acquis folklorique des élèves de la 8e année a servi de point de départ pour l'enseignement des méthodes fondamentales de collecte de données et de recherche. Cette façon de procéder a été retenue parce que, essentiellement, les élèves effectuent ainsi des recherches qui ont un sens véritable dans leur propre vie.

Il est tout aussi important de noter que le projet était destiné à initier les élèves aux méthodes et aux documents archivistiques, ainsi qu'à les amener à contribuer activement à l'enregistrement de la culture de leur communauté. Étant donné ces deux objectifs, les élèves ont été chargés de réunir des renseignements concernant leur folklore, au moyen de rubans magnétiques, d'entrevues, de photographies et de reproductions en vue de leur archivage. Les élèves ont réuni un vaste éventail de documents, allant de contes populaires à des recettes de famille. Ces collections ont été évaluées puis versées aux archives, et sont devenues la base de projets de recherche futurs.

Conclusion

Le projet lui-même permet aux élèves d'effectuer des recherches qui les touchent personnellement, de rendre un service à leur communauté et à leur école, et enfin de comprendre leur patrimoine. En tant qu'instrument pédagogique, le projet s'avère très utile et intéressant autant pour les élèves que pour le personnel enseignant.

Name and address of teacher:

Pearl Adams
4059 Grand Boulevard
Montreal, Quebec
H4B 2X4

86-2-5

Pearl Adams

Name and address of school:

Wagar High School
5785 Parkhaven
Montreal, Quebec
H4W 1X8

Title:

A VOYAGE OF DISCOVERY AND THE HOLOCAUST REMEMBERED (An Interview Feature Story-Exhibit Technique to Encourage Intergenerational and/or Intercultural Communication)

Titre:

VOYAGE DE DÉCOUVERTE ET SOUVENIRS DE L'HOLOCAUSTE (Interviews, articles et exposition pour favoriser la communication entre les générations et les cultures)

Objective

The objective is that young people achieve a greater understanding of people apparently unlike themselves, and that this increased awareness find expression in a presentation which could be shared by fellow-students, the interviewees, and the community at large. The interviewing of elderly people is an important secondary aim. The elders of any community are a repository of wisdom and experience, and there is a real danger that this valuable source of knowledge may die with them.

Objectif

Ce projet avait pour objectif d'aider les jeunes à mieux comprendre des gens apparemment différents d'eux pour qu'ils traduisent ensuite cette prise de conscience dans une exposition dont pourraient profiter les autres élèves, les personnes interviewées et l'ensemble de la collectivité. Un but secondaire important était d'interviewer des personnes âgées. Dans toute collectivité, ces personnes sont des puits de sagesse et d'expérience et il existe sans cela un véritable risque de perdre cette source précieuse de connaissances.

Description

In 1983 a Grade 10 English class at Wagar High School in Montreal conducted fifteen interviews with senior citizens of the Montreal Jewish Community.

In 1984 a different Grade 10 English class conducted eighteen interviews with Holocaust survivors.

The students worked either individually or in groups of two or three. In each of the two applications of the project the interviews were written up as illustrated feature stories with a newspaper format. The students had previously analyzed the format of actual stories in newspapers, and had been sensitized to the groups to be interviewed through reading and invited speakers from outside the school.

In each of the two years, the interviews were mounted and exhibited at the Montreal Jewish Public Library for Jewish Book Month, and at subsequent locations.

In both cases, the community response and enthusiasm was such that the exhibits were photographed, reduced in size, and published in booklet form. Distribution of the booklet was effected through the school. The immediate and apparent result of the project was an increased link between the school and the greater community of which it forms a part. Intergenerational and, in some cases, intercultural communication was achieved.

The projects encouraged in the students the development of language skills, historical awareness, responsibility, a sense of community, and an awareness of the value of another group of human beings.

Evaluation Methods

The teacher decided to give a mark to each team for the final feature story based on the following criteria:

1. General effectiveness of the story, including the degree of interest aroused in the reader.
2. The quality of the English (vocabulary, grammar, spelling, punctuation, etc.).
3. Organization of material (paragraph division, lead sentence, effectiveness of sub-headings).
4. Aptness of illustration and/or photographs.
5. General appeal (lay-out, eye-catching quality, aesthetic achievement, etc.).
6. Originality of approach (the ability to see some unique quality in the story).

Conclusion

Interviews by students are not new. The use of resource persons from the community is not new. The exercise of writing a newspaper-type story is not new. The novelty of the project lies in the integration of all of the above. The advantage of the feature stories gathered together as an exhibit in some local facility is that the students and the community see a finished product. There is not only the intangible asset of the raised consciousness, there is a very visible and exciting demonstration of intergenerational or multicultural communication.

The students and the interviewees feel that they have both been part of the production of a living historical document. The students were excited from the first discussions on. They felt that they were writing for an audience. The work was not just a school assignment; it was a part of recording history. They felt important. There was a sense of motivation and achievement that I had never seen before.

The project, the technique of interview-feature story-exhibit, is within the capability and budget of every group of students in Canada. It offers out-reaching possibilities to the school and the potential for increased mutual respect and understanding between generations and ethnic groups within the larger community.

It demands from the students the exercise of language skills both written and oral, and involves techniques of both analysis and synthesis. The students have to assume responsibilities. They have to make contacts, honour appointment-dates, and meet deadlines. In short, the project encourages mature organization of material and time. It also brings home to the student an increased awareness of his/her place in the greater community. There were many follow-up activities after both projects, initiated by the community, including invitations to a Senior Citizens' party. In the words of one student, "I feel this was the most important assignment I have ever done in school." (*Canadian Jewish News*, April 4, 1985.)

Name and address of teacher:

Cathy Telfer
54 Primrose Lane
Chatham, Ontario
N7L 4K8

Name and address of school:

McKeough Public School
55 Forest Street
Chatham, Ontario
N7L 1Z9

86-2-6

Cathy Telfer

Title:

ENRICHMENT PROGRAMS — PRIMARY/JUNIOR LEVELS — IN-CLASS AND SMALL GROUP WITHDRAWAL

Objectives

1. To provide classroom teachers with interesting activities for bright students without cost or inservicing.
2. To provide a general introduction to strategies and questioning techniques to challenge students.
3. To design a secondary monthly theme to augment regular programs.
4. To challenge pupils to develop creative thinking and divergent responses.
5. To provide opportunities for students to share and learn from others of similar ability levels.

Titre:

PROGRAMMES DE RENFORCEMENT POUR LES ÉLÈVES DES CYCLES ÉLÉMENTAIRE ET MOYEN — EN CLASSE ET HORS CLASSE

Objectifs

1. Présenter au personnel enseignant en exercice des activités intéressantes à l'intention des élèves intelligents et ce, sans frais et sans formation en poste.
2. Offrir une initiation générale aux stratégies et aux techniques de questionnement pour stimuler les élèves.
3. Concevoir un thème mensuel secondaire pour compléter les programmes normaux.
4. Inciter les élèves à développer des pensées créatrices et des réponses divergentes.
5. Donner l'occasion aux élèves ayant les mêmes capacités d'apprendre les uns des autres.

Description

The projects involve Enrichment Program Activities for one elementary school. These activities were prepared in addition to existing Board policies for use with students in grades 2 to 6. All approaches have been used with enrichment students as in-class supplements and as short-term withdrawal programs offered by the applicant.

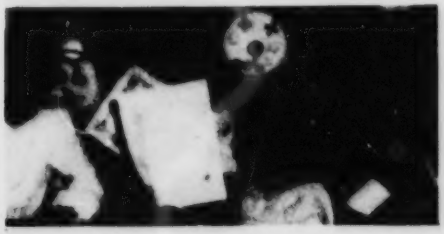
Six major procedures:

1. Monthly Enrichment Newsletters — thematic activities to challenge bright students in the classroom.
2. Visual Imagery Unit — specific training activities to stimulate creative thought through the imagination.
3. Creative Questioning/Thinking Project — questioning techniques to develop divergent and critical thinking.
4. Special Projects — mini-courses in Theatre (Mime) and Textile (Quilting) Arts.
5. Webbing — detailed approach to curriculum planning and instruction.
6. Enrichment Program Guidelines — guide for classroom teachers to clarify procedures and specify available resources.

Although the six procedures have different target audiences, they all serve one common goal — to facilitate direct service to bright children in a challenging and enriched environment.

Conclusion

The students have experienced alterations in their curriculum to relieve them of the necessity of completing tasks for which they have proven mastery. They have been encouraged to explore new areas and to think more creatively through the possible activities. They have been challenged to a greater extent than in the past. Although long-term effects will not be known for years, it appears that there have been positive changes in both cognitive and affective areas.



Students/Élèves

Name and address of teacher:

Anne Spencer
16 Noecker Street
Waterloo, Ontario
N2J 2R2

Name and address of school:

Crestview School
153 Montcalm Drive
Kitchener, Ontario
N2B 2R6

86-2-7

Anne Spencer

Title:

KIDSLINE

Introduction

As a classroom teacher I had involved my students in letter-writing to many organizations and publications including the children's page of the Toronto Sunday Star. They were particularly interested in the section where readers' problems are answered by a panel of their peers. We used this page for many class discussions and some written assignments. In my additional role as teacher responsible for Type 1 enrichment activities in the school I saw an opportunity to investigate this interest at a more intense and detailed level with a group of students who have constant problems in most areas of school activities. I wished to discover whether asking them to solve the problems of others would give them a deeper perspective and insight into their own than they had achieved with conventional counselling and disciplinary methods. We called our operation *Kidsline*.

Titre:

TRIBUNE ENFANTINE

Introduction

J'avais, comme enseignante, fait participer mes élèves à la rédaction de lettres destinées à de nombreuses organisations et publications, y compris la page du Toronto Sunday Star réservée aux enfants. Ils s'intéressaient particulièrement à la chronique où les lecteurs exposaient leurs problèmes et recevaient les conseils de jeunes du même âge. Cette page a servi pour un grand nombre de discussions en classe et certains devoirs écrits. En qualité d'enseignante chargée des activités de renforcement de Type 1 à l'école, j'ai vu une occasion d'approfondir cet intérêt de façon plus intense et plus détaillée avec un groupe d'élèves ayant constamment des problèmes dans la plupart des activités scolaires. Je cherchais, en leur demandant de résoudre les problèmes d'autrui, à découvrir s'ils acquerraient une conscience et une clairvoyance plus grandes face à leurs problèmes qu'au moyen des

méthodes traditionnelles de consultation et de discipline. Nous avons nommé notre projet *Kidsline* (tribune enfantine).

Purpose

1. To help students develop problem solving skills.
2. To enhance their self-esteem.
3. To improve attitudes and approach to others.
4. To give students a new perspective of their own difficulties in the context of the school as a whole, i.e., to show them that they are not alone, that things do not always come more easily to others.

Description

With the cooperation of staff and administration I met with a group of ten grade 5 and 6 students for one hour a week. Children who had social/behavioural difficulties were selected by their teachers for participation.

We discussed letters submitted by the general student body and two or three dominant problems were chosen each week for special focus. Problem-solving techniques were identified and applied, e.g., brainstorming, hitchhiking, grids, etc.

Suggestions/solutions were read over the P.A. system by students from the group. There was a keen interest in this part of the program in spite of the fact that students were nervous and had poor reading skills. They worked hard to improve their presentations and enjoyed the feedback they received from other students. Some letters with answers were posted on bulletin boards.

Evaluation

Evaluation by students and teachers showed enthusiasm and eagerness for the program to continue. Brief written evaluations and informal feedback were involved.

Students felt they were learning to cope better. They enjoyed dealing with the problems and giving advice. Several said they had 'not been in trouble' as much themselves. Application of suggestions to their own problems had taken place in many cases. Teachers noticed improvements in behaviour and study skills. Parents showed interest and approval.

Conclusion

This idea allows more student participation in a low anxiety atmosphere of personal problem solving. A positive, cooperative feeling was generated throughout the school. Everyone enjoyed being involved. The Kidsline group achieved improved self-esteem, skills and attitudes.

Teachers were able to capitalize on the idea and use it in the classroom, modified to their own needs.

The program will be continued in future years.

Noms et adresses des membres de l'équipe enseignante:	Noms et adresses des écoles:
Suzanne Guillemette 63, rue Dufferin, appartement 1 Granby (Québec) J2G 4W8	École St-Joseph 254, rue Laurier Granby (Québec) J2G 5K8
Bibiane Deslandes 415, rue Calixa Lavallée Granby (Québec) J2G 1C4	École St-André 415, rue Calixa Lavallée Granby (Québec) J2G 1C4
Marcel St-Hilaire 439, rue Providence Granby (Québec) H2H 1H2	École Assomption 161, rue Albert Granby (Québec) J2G 7C8
Michèle Koch 102, rue Marc St-Alphonse de Granby (Québec) J0E 2A0	
Manon Robert Ouellette 1435, avenue des Goélands Granby (Québec) J2H 1P4	École St-Bernard 74, rue Glen Granby (Québec) J2G 4K4
Pauline Robert 262, rue Paré Granby (Québec) J2G 5E5	École St-Benoît 384, rue York Granby (Québec) J2G 2E1
Monique Ferland 152, rue Bourassa Granby (Québec) J2G 8S2	École St-Luc 250, rue Desjardins Granby (Québec) J2G 6J1

Titre:

LE CANADA, D'UNE MATIÈRE À L'AUTRE — MATÉRIEL DIDACTIQUE INTERDISCIPLINAIRE

Introduction

Ce matériel s'adresse au personnel enseignant et aux élèves de 6e année de classe régulière. Il a été utilisé en 1984-1985 dans sept classes de 6e année, à la Commission scolaire de Granby et a été présenté au reste du personnel enseignant de ce palier d'études en février 1986.

Title:

CANADA, FROM SUBJECT TO SUBJECT — INTERDISCIPLINARY TEACHING KIT

Introduction

This kit is designed for teachers and students of regular sixth grade classes. It was used in seven classes in 1984-85, within the Commission scolaire de Granby, and will be presented to the other sixth grade teachers in February 1986.

Objectifs

Notre objectif était de produire un matériel didactique simple et facile à utiliser qui nous permettrait de poursuivre et d'atteindre les objectifs de différents programmes, et ce, de façon motivante et enrichissante pour les élèves et le personnel enseignant. Nous voulions aussi que le matériel se conforme aux nouveaux programmes.

Description

Les activités élaborées (au nombre de quinze) intègrent des objectifs de trois matières importantes (français, mathématique et sciences humaines) tout en étant construites autour du thème central des sciences humaines en 6e année, le Canada. Elles favorisent une démarche active de la part de l'élève (expérimentation, observation, questionnement, hypothèse, vérification,...) et sont rattachées à son vécu et aux réalités qu'il connaît. Le jeu, l'humour, la créativité et la collaboration sont des aspects bien présents dans les différentes activités.

Méthodes d'évaluation

Nous avons fixé des objectifs pour chacune des activités proposées. Cela permet à chaque membre du personnel enseignant d'orienter l'apprentissage des élèves vers ces objectifs, puis d'évaluer les compétences et les connaissances acquises.

Dans certains cas, nous avons suggéré des situations et des grilles d'évaluation correspondant aux objectifs. Quelques-unes de ces grilles peuvent s'appliquer à d'autres activités.

Observations générales

Le document proposé (de 122 pages) est complet en soi. Le personnel enseignant y trouve tout le matériel nécessaire à la réalisation des activités (objectifs, démarche, textes, carte, feuille-réponse, corrigé, situation et grille d'évaluation,...). L'enseignement des sciences humaines, du français et des mathématiques devient ainsi plus attrayant et exige moins de temps de planification.

Conclusion

Ce document interdisciplinaire vient combler une lacune importante surtout en ce qui concerne le matériel de sciences humaines. La variété des activités, la démarche d'apprentissage, l'aspect plus réel des situations de communication constituent des atouts qui font l'intérêt pour le personnel enseignant et les élèves.

86-2-9

Name and address of teacher:

David W. Watts
P.O. Box 4253
Edmonton, Alberta
T6E 4T3

Name and address of school:

Garneau Elementary School
10925-87 Avenue
Edmonton, Alberta
T6G 0X4

Students/Élèves

Title:

SHIP AHOY

Titre:

OHÉ DU NAVIRE

Purpose

Ships and the sea have a widespread fascination for children of all ages, and the nautical subculture is extremely rich in learning situations. Children on the prairies are often deprived of these opportunities. The object of this project was to simulate a shipboard experience for the 160 children and staff of Garneau School, who live 800 miles from tidewater.

But

Les navires et la mer ont toujours exercé une fascination sur les enfants de tout âge et la sous-culture maritime est extrêmement féconde en situations d'apprentissage. Les enfants des provinces de l'Ouest sont souvent privés de ces possibilités. Ce projet avait pour but de simuler l'expérience vécue à bord d'un navire pour les 160 enfants et membres du personnel de l'école Garneau qui vivent à 800 milles de la mer.

Description

For the previous two years we had been constructing a 15-foot long climb-aboard "mini-ship" in the corridor for dramatic play with my kindergarten class. This year the fantasy encompassed the whole school from K-Grade 6, and took place at winter carnival time. Though intense preparation was going on for a month beforehand, the "cruise" itself took only one school week with daily ports of call in five Mediterranean countries: Portugal, Spain, France, Italy and Greece. In addition to films/studies/souvenirs from places "visited", there was a full and varied onboard program:

Monday, embarking from Lisbon, began with the Captain's (Principal's) Get Acquainted Party in Purser Square (the central hall). Passengers and crew were introduced to their officers (staff — many in uniform), got a rundown of the week ahead, received their pre-

personalized "cruise packets" (including name tag, ship's stationery for letter-writing, itinerary and program, and a Fact Sheet about the ship with a shipboard vocabulary list), learned the "Gameau Princess Chanty" and played "get-acquainted bingo", filling in the 144 squares of their cards with the names of fellow-passengers and crew.

Tuesday we had boat drill, donning life jackets and going to muster stations — "lifeboats" slung in the gym side galleries. Wednesday afternoon was given over to a tournament of shipboard games — shuffleboard, deck tennis, anchor-raising, knot-typing, lifeboat launching, around-the-deck jogging and a quiz on shipboard life using slides from an Alaska cruise. On Thursday tours of the bridge and engine room were offered to passengers and those crew whose duties did not take them into these areas. Friday was the Farewell Social with passenger talent show and announcement of winners for the week's contests.

Much of the "cruise spirit" was created by atmospheric effects. The entire "ship" was labelled; floors became decks with letters/numbers — A/Orlop, B/Main, C/Promenade, D/Boat, E/Bridge and Housetops. Classrooms became cabins; other areas became the infirmary, Purser's Office, cinema, chartroom, lavatories, bilges, etc. An artistic parent re-drew school blueprints into convincing "deck plans" (somewhat distorted to look ship-shape). These were posted on each deck, along with arrows indicating Fore/Amidships/Aft, Port/Starboard, and routes to Muster Stations. Black construction paper, with cutout portholes, covered windows and outside doors; much of this work and the signage was done by students.

Many props were "scrounged" from outside, often at no cost because of the winter season. Deck chairs came from a lawn bowling club, life jackets and lifeboats from open-air swimming pools and canoe rental agencies. Hawser rope was borrowed from the local Canadian Forces Maritime Reserve, officers' hats from the Corps of Commissionaires, and other uniforms from ex-navy personnel. Two aluminum "mobile stages", normally used to clean high-rise buildings, served as gangways. An antique shop loaned (on deposit) real ships' lanterns, anchors, bell and whistle (powered from the boiler room), a full-sized wheel, engine room telegraph and compass; the last four items were set up on a "bridge" in an empty penthouse on the roof. Navigation manoeuvers were simulated here by a teacher "officer" and student "seamen".

Students gained a sense of teamwork from the inter-relationship of the positions for which they signed up, corresponding to the traditional three seagoing departments: deck, engineers and stewards. Sailors brought in the gangway and threw/retrieved the ship's lines, as well

as deck/brass cleaning and navigation on the bridge. Engineers monitored and logged steam and air pressure in the boiler room, the rpm's of "propeller" (fan) shafts, and consumption of fuel, electricity and water on utility meters. Stewards performed passenger-related duties in cabins, the saloon (lunchroom) and waited in the bar. These jobs ranged in supervision from quite regimented (seamen's "heaving" and steering at officer commands) to the semi-supervised routine of the engine room, to the greater personal initiative required of the stewards. There were even two free enterprise areas — the bar and gift store, where student concessionnaires sold their products, set prices, collected cash and took inventory.

This balance of individuality and group was a strong point of the experience. Three weeks before the cruise students had the three duty areas explained to them and were each asked to indicate two preferences. Those children unsure or not-so-keen could indicate "passenger" as a choice. Teachers made the actual allocations which were announced two weeks in advance when training began; this gave a further chance to assess strengths and correct mis-matches. Finally, with one week to go, assignments were posted by watch/station; in these the crew helped to set up ("provision") the ship for the cruise the next week. Virtually every child found an appropriate level/post, or was helped to do so. Many took their responsibilities quite seriously. Even those who had opted to remain as passengers were soon caught up in the shipboard life where they could still join in the deck games and ship-wide activities, patronize the bar, gift shop and cinema and audition for the passenger talent fest held on the last day "at sea".

Conclusion

Significantly some of the keenest participants included children who had not noticeably been "turned on" at school before. A number of Grade 5/6 boys previously known mainly for pranks and disruptive activities suddenly warmed to this new channel for their energies. They scrubbed and hauled with a vengence, then "hung around" late in the bar, causing at least one teacher to look forward to the cruise end when the halls would be quiet again after class! But it was not just in fun and physical activity that this enthusiasm was manifest. On the final afternoon, three of these bigger boys paraded into the office with a song they had composed and wanted to sing. They had not got it together in time for the "Ship's Song Contest", though it was as good as the winning entry. These boys had not been known for an interest in anything literary, especially poetry — a song, at that — then singing it unsolicited for a group of adults. Moments like this aboard the S.S. "GARNEAU PRINCESS" will be long remembered.

Names and addresses of teachers: 86-2-10

Barry Thompson
2298 Melrose Avenue
Montreal, Quebec
H4A 2R8

Claude Dansereau
153 Daniel Johnson Boulevard
Laval des Rapides, Quebec
H7V 2C8

Darlene Berringer
c/o Connections Alternative High School
7505 St-Laurent
Montreal, Quebec
H2R 1W9

Name and address of school:

Connections Alternative High School
7505 St-Laurent
Montreal, Quebec
H2R 1W9

Title:

THE CONNECTING STEP

Titre:

OPÉRATION RACCORDEMENT

Introduction

Connections is a new alternate high school of the Protestant School Board of Greater Montreal focusing on vocational readiness for both seriously mal-adjusted adolescents and young offenders, between 15 and 19 years of age.

Introduction

La nouvelle école secondaire parallèle Connections, qui relève du Protestant School Board of Greater Montreal, se spécialise dans la préparation professionnelle d'adolescents et de jeunes contrevenants, âgés de 15 à 19 ans, qui souffrent de mésadaptation grave.

Description

This highly structured program aims at the development of positive attitudes towards work and on acquiring the necessary social and personal skills needed to get and keep a job. There are three guiding principles, upon which the school is based:

1. William Glasser's reality therapy,
2. Behaviour modification,
3. Studies showing jobs to be by far the most effective approach to remediating chronic patterns of juvenile delinquency.

The school is situated in and emulates wherever possible, a realistic working environment, including the daily punchclock and the weekly paycheck. Tardiness, offtask behaviour, etc. result in deductions in salary. Banking is also a necessary component of the program. Some saving is mandatory, even if only $1.00 per week.

Strictly supervised work activities take up half of the students' time. Both "in house" and external work studies are given to practise new skills and encourage integration and socialization.

Academic endeavours occupy the other half of students' day. Individualized educational programs are formulated for French, English, Math and Moral and Religious Education. Courses offered range from Preparation 7 to Secondary III — with special emphasis on economic survival.

Characteristics of Students

The students can be characterized as follows:

1. IQ average or slightly below average;
2. Chronic underachievers, typically scoring at a Grade 5 level in standardized tests in English and Math;
3. Alienated from the mainstream of society:
   — At least two years behind academically
   — Rejected from two or more high schools
   — Poor attendance and behaviour;
4. Poor social skills;
5. Coming from broken homes;
6. Multiple delinquencies, some leading to detention;
7. Chronic short-term thinking patterns, consistant with young offenders.

Objectives

To provide:

1. an opportunity for the adolescent with socially mal-adjusted behaviour to feel an integral part of a work setting;
2. an opportunity for the adolescents to feel wanted, needed, and an integral part of a relationship;
3. an opportunity to develop specific work skills toward career development in the special service area;
4. an opportunity to develop the self-concept and develop feelings of self-worth.

The proposal that won the team's second Hilroy Fellowship was the combined operation of Connections High School and "GIANT STEPS". Socially maladjusted adolescents were given part-time jobs working with Neuro-integrative Dysfunction Children from six to twelve years of age. Their diagnosis ranged from Aphasia, Dyspraxa and Autism to RETT's Syndrome and Hyperactivity.

The role of the adolescents was to participate as "Shadows" in a one to one ratio in the after school program. They were involved with both Creative Arts Activities and Life Skills.

The benefits were mutual. The adolescents experienced success in a working milieu, many for the first time. As well they felt what it was like to be needed by someone else in a non-threatening environment. The children were able to gain as well both from the experience and support.

Conclusion

Since its inception, "the Connecting Step" has shown itself to be the strongest single agent for change in the Connections' students. It gives them a novel opportunity to remediate many of their attitudinal problems and acquire practical employable skills while working with children with neuro-integrative dysfunction.

Each adolescent has shown improvement in a sense of purpose and self-worth. The secret is that for the first time they are being asked to give of themselves to others with bigger problems than their own.

Nom et adresse de l'enseignante:

Nicole DeGrandmont-Fortier
6815, boulevard Pie IX
Montréal (Québec)
H1X 2C7

86-2-11

Nicole DeGrandmont-Fortier

Nom et adresse de l'école:

Centre Saint-Pierre-Apôtre
8550, rue Clark
Montréal (Québec)
H2P 2N7

Titre:

UNE APPROCHE LUDIQUE TOTALE EN DÉFICIENCE MENTALE

Title:

A TOTALLY PLAY ORIENTED APPROACH TO MENTAL RETARDATION

Buts du programme

Élaborer et mettre à l'essai une approche pédagogique devant faciliter le développement de cinq aptitudes à la manipulation chez les adolescents déficients mentaux moyens: la compréhension de consignes verbales, l'observation des séquences d'une tâche, la préhension, le contrôle du geste et la spatialité.

Program Objectives

To develop and to experiment with a teaching approach aimed at facilitating the development of five manipulative skills among moderately retarded adolescents: understanding verbal instructions, following the sequential elements of a task, prehension, controlling gestures and spatiality.

Âge et caractéristiques des élèves

Six cents adolescents déficients mentaux moyens âgés de treize à dix-sept ans ont participé depuis 1980 à un atelier de manipulation axé sur le jeu du Centre Saint-Pierre-Apôtre, qui relève de la Commission des écoles catholiques de Montréal.

Description

Une approche ludique totale a été élaborée comme assise théorique de l'atelier de manipulation. Cette approche s'appuie sur l'application inconditionnelle de deux méthodes: la pédagogie de la non-intervention de l'adulte-enseignant et la pédagogie de l'indirect.

Des jouets commerciaux peuvent être achetés au fil des années. Un budget annuel d'environ 500 $ peut suffire à l'acquisition et à l'entretien des jouets.

Cette approche pédagogique est novatrice pour diverses raisons: d'abord, elle porte uniquement sur les dimensions pédagogiques du jeu; ensuite, elle fait appel uniquement et constamment à des jeux ou jouets pour l'enseignement; et, enfin, elle est ludique totale, c'est-à-dire que les élèves décident eux-mêmes de toutes leurs activités: choix de jeux, de partenaires, de l'inaction momentanée, etc.

Évaluation

Deux types d'évaluation font partie de l'atelier. Une évaluation de type continu au cours de laquelle l'enseignant consigne dans un journal de bord les jouets utilisés par les élèves à chacune de leurs visites et détermine, à l'aide de gommettes de couleur correspondant à chaque jouet utilisé, le degré de maîtrise atteint. Grâce aux gommettes de couleur, l'élève déficient mental moyen peut juger lui aussi de sa performance. Une évaluation de type normatif, composée d'une batterie de tests élaborés avec l'aide d'une docimologue, permet de mesurer, en septembre, les acquis et, en mai-juin, les appris pendant l'année scolaire.

Observations générales

À la suite d'une recherche longitudinale (1980-1984), l'approche ludique totale s'est avérée efficace quel que soit l'âge mental, le quotient intellectuel ou le sexe des adolescents déficients mentaux moyens visés.

Conclusion

L'approche ludique totale devrait contribuer à améliorer l'enseignement sur divers plans: relations enseignant-élèves enrichissantes; disponibilité accrue pour l'observation des différentes démarches d'apprentissage des élèves; enseignement correctif plus approprié; démarche d'enseignement individualisé; et, évaluation de type continu et de type normatif plus rigoureuse.

Élèves/Students

Name and address of teacher:

Barbara-Lee Jepson
8 Woodcrest Drive
Grimsby, Ontario
L3M 1C4

Name and address of school:

Elizabeth Bagshaw School
50 Albright Road
Hamilton, Ontario
L8K 5J3

86-3-12

Barbara-Lee Jepson

Title:

THE WRITING ROOM

Introduction

The Writing Room at Elizabeth Bagshaw School, Hamilton, is a supplement to the Junior Division English Curriculum. It provides students with a stress-free environment of stimulating experiences and encouragement where writing success is the objective. For every student at every level the finished product of the trip to the Writing Room is a perfect piece, complete and without errors.

Titre:

LA SALLE DE RÉDACTION

Introduction

La salle de rédaction de l'école Elizabeth Bagshaw, de Hamilton, sert de complément au programme de littérature anglaise du cycle moyen. Elle offre aux élèves un endroit où ils peuvent sans stress faire des expériences stimulantes et recevoir de l'encouragement, et où l'objectif poursuivi est d'écrire. Quelle que soit l'année d'études, le résultat final des séances dans la salle de rédaction est, pour chaque élève, une composition parfaite, complète et sans fautes.

Students

This program has operated for the past three years with Special Education students and students of grades 4, 5 and 6 fully involved. Primary students have been introduced to the program in 1985 and it is hoped that grades 7 and 8 can be included as well. The student population of Elizabeth Bagshaw School is 1200.

Description

The program operates in a classroom which is devoted entirely to this project. Twenty adult volunteers are coordinated on a daily schedule after fall in-service. They are in charge of the room and assist the students and monitor their progress throughout the writing process. The

volunteers act as coaches to lead students through the Pre-writing, Writing, Post-writing activities. The room has four writing centres corresponding to the sections of the Hamilton Writing Folder: Irresistible Ideas, Under Construction, Almost There and Finished and Fabulous. Volunteers provide assistance at each centre as the writing piece is conceived and developed. Volunteers also work at developing bulletin boards and the multitude of other items within the room which serve to sponsor ideas that lead to writing. The Writing Room is equipped with paper supplies, audio-visual equipment, a library resource centre, a picture file, display shapes, typewriter and a computer/word processor.

Six students from a class are scheduled into the Writing Room at any one time. They leave their regular class for one-half hour and report to the volunteers to begin their writing which may be derived from classroom curriculum, the student's personal experiences or from Writing Room stimuli. Progress records are kept and returned to the classroom teacher, thus providing three-way communication between teacher-volunteer-student. When work is completed, it is sent back to the classroom where teachers display it in the Finished and Fabulous state. The teachers are the evaluators of the writing according to predetermined criteria.

Conclusion

During the past three years I have experienced a high degree of inner satisfaction which has developed as the Writing Room has flourished and grown. Students, teacher and volunteers have a strong desire to genuinely cooperate for the "cause" of Writing.

I have been most fortunate to receive outstanding support at all levels, students, staff and administration. While the Writing Room keeps me very busy, the challenges and rewards continue to be well worth the time and effort.

It has been an exciting three years watching youngsters come to love writing because they have a "special folder" and a "special place" for Writing.

The Writing Room has bonded students, teachers and volunteers with a sense of cooperation for the cause of effective writing. Teachers display finished work regularly and written communication is seen as an accurate and positive process throughout Elizabeth Bagshaw School.

Name and address of teacher:

Katherine A. Southard
67 Main Street East
St. George, New Brunswick
E0G 2Y0

Name and address of school:

St. George Elementary School
St. George, New Brunswick
E0G 2Y0

86-4-13

Katherine A. Southard

Title:

AN INTEGRATED UNIT OF THE SEASHORE

Titre:

UNE UNITÉ COMPLÈTE D'APPRENTISSAGE SUR LE BORD DE LA MER

Objective:

The purpose of this innovative program is to familiarize children with the beauty of the sea and to make them more aware of the animals of the shore. The idea for this unit originated as a result of having a marine biologist visit our classroom. She gave a slide presentation, followed by a chance to handle marine specimens. The children loved the "hands on" experience but were surprisingly lacking in knowledge of marine life even though they live along the Fundy Coast.

Objectif:

Ce programme innovateur a pour but de familiariser les enfants avec la beauté de la mer et de leur faire connaître davantage les animaux du rivage. L'idée de cette unité m'est venue à la suite de la visite d'une biologiste de la vie marine dans notre classe. Elle a présenté un diaporama puis a permis aux enfants de manipuler des spécimens marins. Ces derniers ont adoré leur expérience «tactile»; il était toutefois surprenant de constater leur manque de connaissances de la vie marine même s'ils vivent le long des côtes de la baie de Fundy.

Method and Procedures

After a "brainstorming" session, with the children's help, I made a web diagram of the seashore topics which seemed to hold the most interest for them. From there I made a collection of poems, stories, music, films, games, artwork, and trade books based on the theme of the sea.

As a tape of "The Sounds of the Sea" or "Jonathan Livingstone Seagull" played softly in the background, I began each lesson by reading a poem or a story. The children were introduced to the unit by a little

mermaid who took them on an imaginary journey to the bottom of the sea. Most of the lessons were taught with use of the puppets from the Duso Kit.

Physical education became a necessary component for better understanding of the movement and eating habits of the seashore creatures. Children played prey and predator, had crab races, octopus tug-of-war and went on scavenger hunts. Playing touch-and-tell games with marine specimens helped expand their descriptive vocabulary. Children learn by doing and by being actively involved.

Guest speakers were a highlight in this unit. They included a marine biologist, a lobster fisherman, the manager of a salmon hatchery, a deep-sea diver, a clam digger, an author and an artist. As a result of having numerous guests, children became quite adept at extending invitations, preparing questions, writing thank-you letters and they became better listeners.

I used "trade books" for extended activities on the sea. The activities were prepared on file cards and included improvisation role playing, comparisons, classification, listening skills, mapwork, following directions, auditory discrimination analysis and miming.

An added learning experience was the visit to the Huntsman Marine Biological Station and a picnic at a salt water beach in St. Andrews.

Conclusion

This unit was designed for use in a Grade 2 classroom but could easily be implemented in Grades 1-6. The children were evaluated in their participation in these lessons. It is important that children feel they have succeeded by taking part.

Through music, art, poetry, story-telling, physical education, guest speakers, field trips and cooking, the children were exposed to many aspects of life in the sea.

My grade 2 class really enjoyed doing the seashore last year. I was amazed at their enthusiasm and the research work they were able to produce. Their sensitivity to the needs of sea creatures became evident in the stories and poems they created.

I enjoyed composing and teaching the "Integrated Unit on the Seashore". I am learning along with the children and that I feel, in itself is a valuable experience!

Students/Élèves

Names and addresses of teachers:

86-4-14

E. Gay Davies
Site 362, R.R. No. 3
226 Argyle Road
Courtenay, British Columbia
V9N 5M8

Linda M. Beatty
Box 361
3826 Laurel Drive
Royston, British Columbia
V0R 2V0

Pippa Ingram
No. 12
1440 13th Street
Courtenay, British Columbia
V9N 6C1

Patti Woolsey
Box 39
7278 Island Highway
Merville, British Columbia
V0R 2M0

Thea Senior
8843 Driftwood Road
R.R. No. 1
Campbell River, British Columbia
V9W 3S4

Teachers/L'équipe enseignante

Lee Lindsay
Box 3011
Courtenay, British Columbia
V9N 5N3

Name and address of school:

Black Creek Elementary School
P.O. Box 90
Black Creek, British Columbia
V0R 1C0

Title:

THE MATH/SCIENCE RESOURCE ROOM PROJECT

Purpose

The purpose in initiating the Math/Science Resource Room Project was to meet a number of instructional needs which were perceived in children in the area of mathematics and science. It was felt that normal educational practice was not meeting those

Titre:

CENTRE DE RESSOURCES POUR LES MATHÉMATIQUES ET LES SCIENCES

Objectif

La mise sur pied du projet de création d'un centre de ressources pour les mathématiques et les sciences avait pour but de répondre à certains besoins pédagogiques constatés chez les enfants dans ces deux matières. Il nous a semblé que la pratique

needs and that a new approach was required.

pédagogique habituelle ne satisfaisait pas ces besoins et qu'il fallait adopter une nouvelle approche.

Background

A group of primary teachers on the staff of Black Creek Elementary School identified an educational problem:

— students had limited access to real materials with which to work and learn in areas of the math and science curricula such as geometry, measurement and using money;

— the school had insufficient materials to meet the demands for instruction in its own classrooms;

— teachers had a tendency to neglect certain areas of the math and science curricula because of perceived inadequacies in such areas as classroom space, equipment, teacher background knowledge, etc.

Students

The project was planned to meet the perceived needs of children in kindergarten, grades 1, 2 and 3 but has application to primary children in any school situation, whether rural or urban, large or small. The organization of the project also applies to students at the intermediate level, although the specific materials and instructional outlines which have been developed are aimed at ages 5 to 9.

Approach to the Problems

1. A suitable room was located and equipped as a math/science resource room. Only storage (shelving or cupboards), tables, chairs, chalkboard (portable) and bulletin boards for displays were required.

2. A series of units, each to be addressed during a 4 to 6 week period by all teachers involved in the project, was jointly researched and planned.

3. Working together, a unit outline incorporating four skill-levels was developed. Preparation of each unit involved the sharing of all available resources on the topic; ideas, materials, equipment, job and assignment cards, reference books and audio-visual materials.

4. Working together, the room was set up in an activity-centre manner for the use of classes and small mixed-grade groups for the duration of the unit.

Evaluation

Evaluation of the strengths and weaknesses of the various unit activities and of the growth of the children at each level was carried out.

Student/Élève

86-4-15

Name and address of teacher:

Bruce R. Green
Box 1760
Hay River, Northwest Territories
X0E 0R0

Name and address of school:

Diamond Jenness Secondary School
Box 1246
Hay River, Northwest Territories
X0E 0R0

Bruce Green and Students/
Bruce Green et des élèves

Title:

OUT FOR FUNGI

Titre:

À LA RECHERCHE DES CHAMPIGNONS

Purpose

'Out for Fungi' is a plant collecting program which has been implemented at Diamond Jenness Secondary School for the purpose of creating a school herbarium, and increasing student awareness of the local flora. The students involved include both academic and non-academic streams ranging from Grades 8 to 11. The herbarium specializes in fungi, but other plant groups are also represented.

But

Le programme de cueillette de champignons a été mis en œuvre à l'école secondaire Diamond Jenness dans le but de créer un herbier scolaire et de faire mieux connaître aux élèves de la flore locale. Y ont participé des élèves de la 8e à la 11e année des programmes général et spécialisé. L'herbier se compose principalement de champignons, mais contient aussi d'autres plantes.

Description

This program has been underway since 1982, and has contributed to the scientific knowledge of our northern flora. The herbarium includes a number of species of fungi poorly documented or previously unknown from the N.W.T. Several species have been determined by a professional mycologist to be new to science; these species now await description and naming.

A video film of our collecting methods has been prepared for circulation among other high schools in the north to encourage other students to become involved in collecting and exchanging collections with us.

The collecting program has been integrated into the regular science program, so all general science and biology students in the school have access to it. The collecting activities have helped to bring in much needed exposure of our local natural history into the classroom. The Canadian content and northern focus of our programs has increased as a result.

The fungi have proven to be an excellent vehicle for introducing students to herbarium techniques, since the steps required to collect, preserve and store fungi are relatively simple, inexpensive, and readily understood by students in the age groups I teach. In our region, a wide variety of species can be encountered in the spring and fall in areas readily accessible. Much of our collecting takes place within our school grounds, as it is extensively wooded and provides a good habitat for many species.

Most fungi are easily collected and preserved. It is important to collect a sufficient amount, and various stages of development should be included when possible. With mushrooms, the base of the stalk should always be included as it may contain features helpful in identification. Most specimens can be temporarily stored (up to one week) if refrigerated in plastic bags.

If a mushroom is collected, a spore print should be prepared and retained with the preserved material. Small mushrooms and other fungi are easily dried if left about one week in a warm, dry place. Large fungi can be split open and dried in the same manner, or dried whole in a drier. (The museum methods manual by T. C. Brayshaw, *Plant Collecting for the Amateur, British Columbia Provincial Museum — 1973*, provides ideas and plans for inexpensive driers.)

Collection data should always be recorded at the time the collection is made. Of special importance is the exact location of the collection, the name of the collector and the date the collection was made. Printed data forms can be prepared.

Once dried, the material is permanently stored in zip-lock plastic bags and placed in shoe boxes containing mothballs to discourage insects.

Material preserved in this manner will last indefinitely. The microscopic characteristics of importance in identification remain undistorted. The colours, size and shape may become distorted by drying; notes on such features should be taken before drying is carried out.

Conclusion

This project contains several elements that can be viewed as progressive in terms of the Junior and Senior Secondary Science Programs

of today. To begin with, herbariums are not a common feature in Canadian high schools. Yet preparation of useful herbarium collections is well within the capabilities of most teachers and students.

Using the collecting process as a focus for a co-ordinated sequence of activities ranging across several grade levels and ability levels is another element of the program not often encountered. Development of collecting and identification skills are largely neglected in the current school curriculum. That these skills are basic to the scientific enterprise becomes apparent when the life histories of noted scientists are examined. Koch, Pasteur, and Humboldt to name a few, were noted collectors in their youth. Their collecting activities may have played a significant role in stimulating their interest and development in science.

A third element worth mentioning is the link maintained between the school and the university which is of benefit to both institutions. A two-way flow of information and material was taking place which is ultimately advancing our knowledge. Such links are not all that common; perhaps more should be done to encourage and support them.

In addition to contributing to the scientific knowledge of our northern flora, this program has served a number of worthwhile educational objectives. Collecting provides a welcome change from the normal classroom routine. It has helped to demonstrate the importance of taxonomy, and we are learning something of the process involved in the describing and naming of new species. Learning about the material collected has introduced an element of natural history into programs previously lacking in this regard. Collecting has also been a source of stimulating new problems, leading individuals and groups into new areas of study. Our fungi, so often ignored or unnoticed, now play a role in making science more exciting, relevant and rewarding to my students.

Name and address of teacher:

Gail M. Clark
1418 Jackson Avenue
Saskatoon, Saskatchewan
S7H 2M8

Name and address of school:

Prince Philip School
1715 Drinkle Street
Saskatoon, Saskatchewan
S7J 0P8

86-5-16

Gail Clark

Title:

CANADA: GROWTH OF A NATION — STUDENT GUIDE

Purpose

The *Student Guide* was created in response to the needs of learning disabled students and their struggle to read and comprehend textbook material. It is a modified version of the original text, *Canada: Growth of a Nation* (Garrod, McFadden, Neering) currently in use with middle years students.

With the realization that a modified textbook would assist classroom teachers to meet these special needs, this two-year summer writing project was launched. The Saskatchewan Association for Children and Adults with Learning Disabilities (SACLD) initiated the project. Further support was provided by the Saskatoon Board of Education who provided a teacher consultant, and Employment and Immigration Canada who funded

Titre:

LE CANADA: ESSOR D'UN PAYS — GUIDE DE L'ÉLÈVE

But

Le Guide a été créé pour répondre aux besoins des élèves souffrant de troubles d'apprentissage qui éprouvent de la difficulté à lire et à comprendre les manuels. Il s'agit d'une version modifiée du texte original, *Canada: Growth of a Nation* (Garrod, McFadden, Neering) qui est actuellement utilisé au cycle intermédiaire.

Conscients qu'un manuel modifié aiderait le personnel enseignant en exercice à répondre aux besoins spéciaux de ces élèves, nous avons entrepris un projet estival de rédaction qui a duré deux ans. La Saskatchewan Association for Children and Adults with Learning Disabilities (SACLD) a mis le projet en train. Nous avons reçu en outre l'appui du Saskatoon Board of Education, qui a fourni les services d'un éducateur-

University of Saskatchewan student writers.

conseil, et du ministère de l'Emploi et de l'Immigration Canada, qui a subventionné les rédacteurs-étudiants de la University of Saskatchewan.

Description

The *Student Guide* incorporates a number of key features to facilitate independent reading and increased comprehension of its content. Examples:

Decoding Aids — Phonetic respellings are provided next to words difficult to decode. Polysyllabic and compound words are divided with vertical lines to assist in structural analysis.

Visual Cues — For many students, comprehension is impaired by frequent visual errors. As a visual cue, many word derivatives have been underlined to draw attention to variations in similar words.

settle *unsettled* settlers

Reading Sub-Units — Each section is divided into sub-units preceded by a focus question.

Activities — A number of activities are suggested as an alternative to more conventional written assignments.

Simplified language and sentence structure have been incorporated throughout the book.

This modified textbook *Canada: Growth of a Nation — Student Guide* is now available through the publishers, Fitzhenry and Whiteside.

Conclusion

To the best of my knowledge, this is the first time a modified textbook such as this has been designed and published.

During the school year, between summer writing periods, I used the Student Guide with several students (all designated Learning Disabled). This was useful both in modification of design and studying the reactions of the students themselves. Among the most memorable of their comments were:

"I can read this myself."
"I study the same book as everyone else in my class."
"Do you have one of these for Science?"

It is very gratifying to know that this project, which began in Saskatoon, is now being made available to special needs students across the country.

As a parallel text to *Canada: Growth of a Nation*, the *Student Guide* offers special needs students the opportunity to remain on course with their peers.

Names and addresses of teachers: 86-5-17

Heather Thompson
Takhini Elementary
Box 2703
Whitehorse, Yukon
Y1A 2C6

Val Stockdale
Christ The King Elementary School
Box 2703
Whitehorse, Yukon
Y1A 2C6

Sister Anne-Marie Bates
240 Guigues Street
Ottawa, Ontario
K1N 5J2

Millie Jones
Takhini Elementary
Box 2703
Whitehorse, Yukon
Y1A 2C6

Clara Stark
Whitehorse Elementary School
Box 2703
Whitehorse, Yukon
Y1A 2C6

Del Meekins
Grey Mountain Primary
Box 2703
Whitehorse, Yukon
Y1A 2C6

Laura Roske
Jack Hulland School
Box 2703
Whitehorse, Yukon
Y1A 2C6

Clair Dragoman
Tantalus School
Carmacks, Yukon
Y0B 1C0

Wolf Riedl
St. Elias Community School
Haines Junction, Yukon
Y0B 1L0

(This project is carried out in all Yukon elementary schools.)

(Ce projet est mis en œuvre dans toutes les écoles primaires du Yukon.)

Title:

EXPLORATIONS: A CANADIAN SOCIAL STUDIES PROGRAM FOR ELEMENTARY SCHOOLS

Titre:

EXPLORATIONS: PROGRAMME D'ÉTUDES SOCIALES POUR LES ÉCOLES PRIMAIRES CANADIENNES

Purpose

The purpose of the program is to provide local input into the British Columbia curriculum. Previous

But

Le programme a pour but d'ajouter une touche locale au programme d'études de la

course material centered around British Columbia communities; northern students could not really relate to the apple orchards, train yards, and population density. The teachers involved wanted Yukon students to learn what was going on in their own communities.

Colombie-Britannique. Le matériel pédagogique précédent portait sur les collectivités de cette province; les élèves du Nord ne pouvaient pas vraiment voir le lien entre leur monde et les vergers de pommiers, les voies de garage de trains et la densité de la population. Le personnel enseignant qui a participé au programme souhaitait que les élèves du Yukon apprennent ce qui se passe dans leurs propres communautés.

Description

Four booklets were developed as well as a Teacher Handbook. The Handbook, *Yukon Community Modules* gives teachers specific unit plans and learning objectives to assist them in implementing the component.

The four students' booklets, *Exploring Old Crow, Exploring Haines Junction, Exploring Whitehorse and Exploring Carcross* teach not only about the specific communities, but stress other educational elements as well. Various themes such as community services, communities changing over time, communities working together, etc. are developed in the teaching of this module.

The program was developed initially as a local Yukon component in the British Columbia prescribed curriculum; Grade 2 Social Studies Course. However, the calibre of the finished product now sees it being offered to Grade 2 classes across the country in a comparative community studies module.

Conclusion

By giving Grade 2 Yukon students a set of easily readable, attractive booklets, the likelihood that there will be an interest in their Social Studies course has increased. These booklets foster not only a desire to learn about other Yukon communities, but also a respect for the different cultures and lifestyles depicted. The booklets are also being used in some western provinces with an excellent chance of spreading eastward.

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher:

86-5-18

Charles A. Hou
3378 W. 39th Avenue
Vancouver, British Columbia
V6N 3A2

Charles Hou

Name and address of school:

Burnaby North Senior Secondary School
751 Hammarskjold Drive
Burnaby, British Columbia
V5B 4A1

Title:

MOCK TRIALS RELATING TO THE RIEL REBELLION OF 1885

Objectives

This project, carried out over a period of several years, involved groups of approximately 30 to 60 Social Studies students at the grade 10 level. The immediate objective was to carry out mock trials of individuals associated in some way with the Riel Rebellion of 1885. These included Louis Riel, Chief Big Bear and Chief Poundmaker, who were actually tried following the Rebellion, and Gabriel Dumont and Sir John A. Macdonald, who were not. A broader objective was to spark student interest in the Riel Rebellion and the Canadian legal system; the Rebellion was a most important event in Canadian history, and an understanding of it is fundamental to an understanding of many of the problems that face Canada today.

Description

The 1885 trial of Louis Riel for high treason was no doubt the most famous trial in Canadian history. A re-creation of it seemed an ideal way of bringing the historical event to life in the classroom. It also provided a way of introducing a number of other individuals who were involved in some way in the Rebellion, among them members of groups — women, native people, young people — who are often neglected in history books. Many of these people have interesting stories to tell, and the trial format enables one to tie their stories together to provide a broad picture of the Rebellion.

While background information on the Riel Rebellion and major characters may be found in a number of books, the biographical information

and illustrative material used in the reported project has been drawn from a wide range of primary and secondary sources, and much of it is based on original research. Material developed and field tested over the years has recently been published in order to make it available to other interested teachers. A teacher's guide has also been published. It includes detailed instructions on conducting a trial of Louis Riel, as well as suggestions for using the material in the student book in a more traditional way.*

The biographical approach and the trial format may be adapted to other events in Canadian history, such as the Rebellion of 1837 or the Winnipeg General Strike, or applied to historical figures such as Galileo, Martin Luther, Charles I and Louis XVI. This method of teaching history enables the introduction of primary source materials in a meaningful way and enables students to practise a wide range of Social Studies skills. It has proved to be an ideal way of interesting students both in history and in the operation of the Canadian legal system.

Mock Trial

* Charles and Cynthia Hou, *The Riel Rebellion: A Biographical Approach* and *The Riel Rebellion: A Biographical Approach, Teacher's Guide*, Tantalus Research Limited, Vancouver, 1984 (available through the B.C. Teachers' Federation Lesson Aids Service, 2235 Burrard Street, Vancouver, B.C. V6J 3H9).

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse de l'enseignant: 86-5-18

Charles A. Hou
3378, 39e Avenue ouest
Vancouver (Colombie-Britannique)
V6N 3A2

Charles Hou

Nom et adresse de l'école:

Burnaby North Senior Secondary School
751, promenade Hammarskjold
Burnaby (Colombie-Britannique)
V5B 4A1

Titre:

SIMULATION DE PROCÈS RELATIFS À LA RÉBELLION RIEL DE 1885

Objectifs

Des groupes d'environ 30 à 60 élèves du programme d'études sociales de la 10e année ont participé au projet, qui s'est étendu sur une période de plusieurs années. L'objectif immédiat était de simuler les procès d'individus ayant joué un rôle quelconque dans la rébellion Riel de 1885, y compris Louis Riel lui-même et les chefs Big Bear et Poundmaker, qui ont effectivement été jugés après la rébellion, ainsi que Gabriel Dumont et Sir John A. Macdonald, qui ne l'ont pas été. L'objectif plus général du projet était de susciter l'intérêt des élèves à l'égard de la rébellion et du système judiciaire canadien. Il s'agit d'un événement de première importance dans l'histoire canadienne, événement qu'il est essentiel de comprendre pour parvenir à une compréhension d'un grand nombre de problèmes auxquels le Canada fait face aujourd'hui.

Description

Le procès de 1885 de Louis Riel, accusé de haute trahison, est sans doute le plus célèbre de l'histoire canadienne. Une simulation semblait être le moyen idéal de faire revivre dans la classe un moment de notre histoire. De plus, il a ainsi été possible de faire connaître certains autres individus qui ont eu une part quelconque dans la rébellion, dont des membres de groupes tels que les femmes, les autochtones et les jeunes, qui sont souvent oubliés dans les livres d'histoire. Bon nombre de ces personnes ont des choses intéressantes à raconter et le procès simulé permet d'établir le lien entre toutes leurs histoires afin de brosser un tableau d'ensemble de la rébellion.

Bien que des renseignements de base concernant la rébellion Riel et ses principaux personnages se trouvent dans de nombreux livres, les renseignements biographiques et explicatifs utilisés dans le projet ont été tirés de tout un éventail de sources primaires et secondaires, dont une grande partie est fondée sur des recherches. Le matériel élaboré et mis à l'essai au cours des années a récemment été publié afin d'être mis à la disposition d'autres enseignants intéressés. On a également publié un guide pour enseignants, qui renferme des instructions détaillées sur la conduite d'un procès de Louis Riel, de même que des idées concernant l'utilisation du manuel des élèves d'une façon plus traditionnelle.*

La méthode dite biographique et la simulation de procès peuvent être adaptées à d'autres événements de l'histoire canadienne, tels que la rébellion de 1837 ou la grève générale de Winnipeg, ou appliquées à d'autres personnages historiques comme Galilée, Martin Luther, Charles I et Louis XVI. Cette façon d'enseigner l'histoire permet de transmettre des renseignements de sources primaires de façon captivante et donne l'occasion aux élèves de mettre en pratique de multiples aptitudes se rattachant aux études sociales. C'est une méthode qui s'est révélée idéale pour intéresser les élèves aussi bien à l'histoire qu'au fonctionnement du système judiciaire canadien.

Procès simulé de Louis Riel

* Charles et Cynthia Hou, *The Riel Rebellion: A Biographical Approach* et *The Riel Rebellion: A Biographical Approach. Teacher's Guide*, Tantalus Research Limited, Vancouver, 1984 (disponibles au service de matériel pédagogique de la B.C. Teachers' Federation, 2235, rue Burrard, Vancouver (C.-B.) V6J 3H9).

Name and address of teacher:

Kenneth T. Langille
P.O. Box 366
Yarmouth, Nova Scotia
B5A 4B3

Name and address of school:

Yarmouth Memorial High School
40 Parade Street
Yarmouth, Nova Scotia

86-5-19

Students/Élèves

Title:

YOU AND THE LAW

Titre:

LA LOI ET VOUS

Purpose

YOU AND THE LAW is a program designed to develop the skills of high school students in understanding the Canadian legal system. This understanding is the product of a "hands-on" approach by the students involved. Through role-playing and direct participation in the criminal process, students develop a clearer understanding of the legal system.

But

Le programme LA LOI ET VOUS a été conçu afin d'aider les élèves de l'école secondaire à mieux comprendre le système judiciaire canadien. Ils y sont parvenus par une méthode d'apprentissage «direct». Grâce à leur participation à des jeux de rôles et à la procédure criminelle, les élèves ont acquis une connaissance plus claire du système judiciaire.

Description

The program begins with a visit by all students to an actual courtroom in session. The visit has been pre-arranged, in consultation with the judge and the courtroom staff. The students spend three hours watching and listening to both civil and criminal cases. Once the students are back in the classroom, they spend ten class periods studying legal terminology, the organization of the Canadian legal system and courtroom procedure. A test is given to determine whether the students are ready to proceed with the program. If the average grade is 75 percent or higher the students progress to the next step. The incentive is very high, and thus the students have a challenge which encourages them to do well.

In its next step the program has students researching pre-selected crimes. Student writers spend hours developing a criminal scenario, selecting witnesses and preparing the key players for their roles in the "crime". No student knows the role of any other. Criminals have no knowledge of who the writers, witnesses and other key characters will be. The crime is well-planned, and is acted out with as much realism as possible.

Once the crime has been committed, students acting as members of the Royal Canadian Mounted Police investigate events leading up to, and surrounding the criminal activity. Suspects are isolated and with the guidance of real members of the police force, "arrests" are eventually made.

Student criminals, once charged, have the right to select an attorney. There are three student legal firms to select from, each supported by real lawyers, who advise the student attorneys. The "Crown Prosecutor" also relies on a real prosecutor and members of the local Royal Canadian Mounted Police detachment for assistance in preparing the case.

Students who are charged appear in court to enter pleas. Once pleas are entered and a student has selected the method of trial, other students are called upon for jury duty. The student sheriff serves notice to prospective student jurors for jury selection. Approximately thirty students arrive in court for jury selection and after a regular process is completed, a jury of twelve members is appointed and "sworn in".

Meanwhile, the student criminals and student lawyers are preparing for court. The student sheriff and his/her deputy are serving notice to witnesses through a regular subpoena process. The student RCMP members are gathering information and are preparing statements for the court. Behind the scenes, student producers, directors and technical staff are readying the courtroom for the trial.

Finally, after hours of research, writing, acting, investigating, consulting, serving and preparing, the trial is heard. A student judge convenes the court in a way he/she has learned from a real trial judge. Defence lawyers and prosecutors question witnesses in a way they have learned from real attorneys. The sheriff, deputy sheriff, clerk of the court and court recorder all perform just as they would if they were employed in a real court of law. Witnesses truthfully answer questions.

In the end, the student jurors return with a verdict. The student prosecutor listens closely. The students and parents filling the spectators' seats of the courtroom listen. A pin, if dropped, would echo. The only sound is the faint scratch of pencil on paper as the student courtroom artist quickly finishes his/her sketches. The student foreman of the jury pronounces the verdict — "guilty". The student criminal stands to hear

his/her sentence. Beside him/her stands his/her defense attorney. The student judge pronounces sentence. Justice is done.

Conclusion

Traditionally, the Canadian legal system has been explored via textbook study. This unique project gives a totally new face to what students used to see as a "boring and somewhat dry" area. It enables them to act out a fantasy they may have and allows them to explore the legal system in a truly individual sense but at the same time allowing them to capitalize on the direct involvement of their peers through examining the whole picture of the legal system as it comes slowly together on "Court Day".

This project has greatly enhanced the study of law in my course. The previous year saw the average student grade in the Law Unit of 63%. As a result of this project, the 1985 Unit average jumped to 84%. The students were interested in the project. They saw it as a way to learn without spending hours upon hours studying a book or writing answers to questions. Instead, they devoted twice as much time (some students spent more than 50 hours on this project) doing twice as much work and learning twice as much material but in a "fun" environment.

Student Trial/Procès par les élèves

NATIONAL AWARD FOR GREAT MERIT

Name and address of teacher: 86-6-20

W. S. (Wally) Gardiner
P.O. Box 2035
High River, Alberta
T0L 1B0

Name and address of school:

Oilfields High School
P.O. Box 430
Black Diamond, Alberta
T0L 0H0

Wally Gardiner and Robot

Title:

ROBOTICS APPLICATION FOR COMPUTERS: THE FRIENDLY ROBOT PROJECT

Purpose

The Friendly Robot Project was initiated to provide an opportunity to introduce students to automation and computer applications in technology in a non-threatening and relaxed environment. An essential feature of the project is its hands-on approach which is a tenet of the Industrial Education curriculum.

Students

For the past two years, five classes of Industrial Education students (aged 12-17) have participated in the Friendly Robot Project.

Description

The instructor designed and built a robot capable of understanding and executing LOGO-like commands. This necessitated the writing of BASIC computer program that translate student LOGO commands to pulses understood by the robot. The robot was constructed, at minimal cost, from salvaged electro-mechanical components.

Robotics, as a new science, is considered prohibitively expensive for classroom use. However, the construction of the robot allowed the classroom instructor the challenging opportunity of demonstrating this field and giving the students a chance to experience it themselves.

After receiving instruction in LOGO computer language, the students were asked to complete an individualized robotics problem by writing a simple computer program instructing the robot through a series of specific tasks.

The Industrial Education students involved in the project enthusiastically adopted the robot whom they christened LUMBAR after his characteristic gait and the fact that he is partially constructed of plywood. An increased interest in electronics and an awareness of computer languages other than BASIC were the result.

The highlight of the entire project was that the students were no longer intimidated by the computers, realizing that man controls the machine and not the machine the man (or woman!!).

BOURSE NATIONALE POUR MÉRITE NOTABLE

Nom et adresse de l'enseignant:

86-6-20

W. S. (Wally) Gardiner
C.P. 2035
High River (Alberta)
T0L 1B0

Nom et adresse de l'école:

Oilfields High School
C.P. 430
Black Diamond (Alberta)
T0L 0H0

Wally Gardiner et son robot

Titre:

LA ROBOTIQUE ET LES ORDINATEURS: LE PROJET DU ROBOT AMICAL

But

Le projet du robot amical avait pour but d'initier les élèves à l'automatisation et à l'application de l'informatique dans le monde de la technologie, dans une ambiance invitante et détendue. La formation pratique, un des principes sous-tendant le programme d'études industrielles, constitue un élément essentiel du projet.

Élèves

Au cours des deux dernières années, cinq classes d'élèves (âgés de 12 à 17 ans) suivant le programme d'études industrielles ont participé au projet.

Description

L'instructeur a conçu et construit un robot capable de comprendre et d'exécuter des commandes du type LOGO. Il lui a fallu mettre au point un programme machine en BASIC qui traduirait les commandes LOGO en impulsions comprises par le robot. Celui-ci a été construit à des frais minimes à partir de vieilles pièces électromécaniques.

Le coût de l'utilisation dans la classe de la robotique, une nouvelle science, est considéré comme prohibitif. Toutefois, la construction du

robot a fourni à l'instructeur l'occasion stimulante de présenter cette science aux élèves et de leur permettre d'en faire eux-mêmes l'expérience.

Après avoir appris le langage machine LOGO, chaque élève a dû résoudre un problème particulier de robotique, en écrivant un programme machine simple qui donnait des instructions au robot pour qu'il exécute une série de tâches précises.

Les élèves du programme d'études industrielles qui ont participé au projet ont adopté avec enthousiasme le robot, qu'ils ont baptisé LUMBAR, à cause de sa démarche distinctive et du fait qu'il est partiellement construit de contreplaqué (en anglais, «LUMBAR» veut dire lombaire et le jeu de mots tient à l'évocation de «lumber», c'est-à-dire bois de charpente). Il en est résulté que les élèves s'intéressent davantage à l'électronique et sont conscients de l'existence de langages machine autres que BASIC.

Le fait marquant du projet est que les élèves ne sont plus intimidés par les ordinateurs, ayant vu que c'est l'homme (ou la femme!!) qui maîtrise la machine et non l'inverse.

Name and address of teacher:

86-7-21

William J. Smart
10 Burnhamthorpe Park Boulevard
Islington, Ontario
M9A 1H9

Name and address of school:

Scarlett Heights Collegiate Institute
15 Trehorne Drive
Toronto, Ontario
M9P 1N8

William Smart

Title:

FROM THE LOCKER TO THE CLASSROOM: USING ADVERTISING TO TEACH MEDIA LITERACY AND LANGUAGE ARTS

Titre:

DU CASIER À LA SALLE DE CLASSE: LA PUBLICITÉ AU SERVICE DES DISCIPLINES LINGUISTIQUES ET DE L'ÉTUDE DES MÉDIAS

Background

More and more, the need for "media literacy" is being urged by teacher federations, by parent groups, by students themselves. This particular unit utilizes many of the students' own resources in teaching pupils "survival skills", both innovative and traditional — skills that are going to be essential in an age in which, recent statistics show, TV is now on in the average home seven hours and eight minutes per day. The unit has been used successfully with years 3 and 4 secondary school students (General Level) but it can easily be modified for other years and levels.

Aperçu

De plus en plus, les fédérations de la profession enseignante, les groupes de parents et les élèves eux-mêmes signalent le besoin d'un cours sur les médias. Ce projet met à profit les nombreuses ressources personnelles des élèves en leur enseignant des «moyens de survie», innovateurs et traditionnels, moyens qui seront essentiels à une époque où, d'après des statistiques récentes, la télévision est allumée en moyenne sept heures et huit minutes par jour dans un foyer moyen. Ce projet a été mené avec succès auprès d'élèves des 3e et 4e années du secondaire (programme général), mais il peut facilement être modifié pour s'adapter à d'autres années et programmes.

Purpose

This project concentrates on one area of mass media: advertising — specifically, magazine advertising. This source is plentiful, inexpensive, powerful: modern magazine ads — the kind that students are now even collecting. In a condensed form, such ads are teaching devices which encourage the skills of media literacy. As well, they tell us a great deal about other types of media. Another equally important purpose of the unit is to show that the skills of media literacy are integral to the traditional aims of the English or Language Arts program in any curricula.

Procedure

1. A general discussion on the pros and cons of modern advertising and its effect on our society.
2. Students study specific ads on slides, from magazines. Students bring in their own samples. Using the Inquiry Model in the form of a Data Sheet, students "decode" specific ads by investigating, in groups and individually, areas that are important: size, colour, juxtaposition, subject matter, etc.
3. The conclusion of Data Sheet requires a brief essay, summing up the effectiveness of the ad. These essays are the basis for formal letters written and mailed to various agencies, companies connected to the specific ads chosen.

Evaluation

Evaluation is both cumulative and summative, based on group and individual work using the Inquiry Model.

Conclusion

It is gratifying that even after the course is completed, I still have students who bring in ads from their personal portfolios, and who wish to discuss the content and techniques of these ads. Most important, they discuss them in a way that is rational and interesting.

The best way to educate is to demonstrate to students that the traditional skills of the classroom are functional and necessary in order to survive in a very demanding world now and in the future. (Somehow it seems wrong that they should be so amazed and delighted when a reply comes back from one of their assignments done in the classroom). In learning that the effects, the techniques of advertising are not accidental, and in learning to prepare the skills of analysis, they are learning much more about dealing with the realities, fortunate and unfortunate, of their own world, now and in the future.

Complete copies of this unit and of the Decoding Data Sheet may be obtained for the cost of postage and handling by writing:

Mr. W. J. Smart
Scarlett Heights Collegiate Institute
15 Trehorne Drive
Toronto, Ontario
M9P 1N8

William Smart and Students/William Smart et des élèves

Names and addresses of teachers:

86-7-22

Philip Booth
1282 Chanteclerc
St. Bruno de Montarville, Quebec
J3V 3H3

Maher Rizkallah
4235 Jasmin
St. Hubert, Quebec
J3Y 7B2

Philip Booth

Maher Rizkallah

Name and address of school:

Macdonald-Cartier High School
7445 Chambly Road
St. Hubert, Quebec
J3Y 3S3

Title:

MACDONALD-CARTIER COMMUNITY TELEVISION PROJECT: (M.C.T.V.)

Purpose

M.C.T.V. exists to teach students about a medium — television — with which they are familiar, yet one which finds little place, if any, in the existing curriculum. The method is to present each week on air a half-hour television program which illustrates the life of the school and promotes the talents of students and staff. Students are taught all necessary techniques. The discipline of an exacting schedule teaches the students responsibility, and their success in facing this responsibility brings a valuable growth in self-confidence.

Titre:

PROJET DE TÉLÉVISION COMMUNAUTAIRE DE MACDONALD-CARTIER (M.C.T.V.)

But

Le projet M.C.T.V. sert à inculquer aux élèves des connaissances au sujet d'un média — la télévision — qu'ils connaissent bien mais qui occupe pourtant peu de place, s'il en est, dans le programme d'études existant. La méthode consiste à diffuser une émission télévisée d'une demi-heure qui montre la vie à l'école et met en valeur les talents des élèves et du personnel. Les élèves apprennent toutes les techniques nécessaires. La discipline qu'impose un horaire astreignant inculque aux élèves le sens des responsabilités; le fait de réussir à s'acquitter de cette tâche accroît leur sentiment de confiance en soi.

Description

Training takes place in the context of actual productions. This extra-curricular activity is coordinated by two teachers and makes use of the studio facilities offered free by our local cable company — Télécâble Vidéotron in St. Lambert, Québec. One of the conditions under which the C.R.T.C. grants licenses to cable companies is that they offer this service to community groups. As well as use of the studio with equipment, we have the use of free tapes and a technician to give advice and help.

Students learn the skills which interest them. The Technical Crew learns how to operate lighting, sound, cameras, switcher, VCR and how to lay out studio sets. A Performers Crew learns techniques of news-reading and interviewing — regular features in the programs. The Specialist Crew organizes features, gathers news, writes, types, makes music, reviews concerts, and includes graphic designers and program planners. A student can learn the skills of all three crews if he/she wishes. In the first year of operation 30 students took part. In this second year there are more than 50 students. Ages range from 13 to 19.

Each week a half-hour program is broadcast four times weekly over the cable from our local studio. The same program is transmitted from St. Jean (twice weekly) and from Boucherville (four times weekly) so we cover all the areas from which our students are drawn. Apart from the minor expense of tapes on which we keep our original programs there is no cost to the school.

Conclusion

The programs have provided an attractive format for showcasing the talents of students and staff. Many school functions and personalities are presented. The local community has the opportunity of seeing what goes on in a modern high school. We are offering a window of accountability to local taxpayers. Students are already moving towards careers in television production and television journalism based on skills learned in this project. We are unaware of any other high school where programs are made and regularly broadcast. Television is accepted by all in the school as one of the normal features of school life like dances and sports events. Rival schools are enviously aware of what we do. A new pride in the school is being experienced by students, parents and staff.

Students/Élèves

BOURSE NATIONALE POUR MÉRITE EXCEPTIONNEL

Nom et adresse de l'enseignant: 86-7-23

Claude Thibault
510, rue Poulin
Sherbrooke (Québec)
J1E 2N3

Claude Thibault

Nom et adresse de l'école:

École polyvalente Le Ber
940, rue Ste-Famille
Sherbrooke (Québec)
J1E 1V1

Titre:

PRÉVENTION DU SUICIDE EN MILIEU SCOLAIRE

Introduction

Présentement au Québec, le taux de suicide chez les jeunes est un des plus élevé au monde. Cette mort, celle qui précède le destin, nous concerne tous. Le suicide est en effet le geste d'un vivant, donc signifiant. À ce titre, il nous renvoie aux raisons qui conduisent à un choix aussi dramatique, tout en nous rappelant notre responsabilité à l'égard de ceux qui sont plus fragiles face à la vie.

Description

Projet visant à dépister et à appuyer les jeunes ayant ou manifestant des attitudes suicidaires. Il a pour but:

— d'enraciner l'action dans la prévention;

— d'accompagner les jeunes qui ont du mal à vivre;

— de prévoir des modes d'intervention en cas de crise;

— de sensibiliser le milieu à son rôle d'aidant potentiel et de favoriser sa participation.

Objectifs visés

— Prévenir le suicide ou les tentatives de suicide en favorisant le «mieux-vivre» des étudiants de l'école.

— Permettre à une clientèle cible d'apprivoiser la réalité du suicide en:

• démystifiant le suicide;

- démystifiant la vie,
- prenant conscience de ce problème.

— Favoriser dans le milieu une plus grande concertation et cohérence.

— Intervenir pour assister toute personne ayant besoin d'une aide situationnelle ou la diriger vers les services appropriés.

Méthodes employées

Des ateliers offerts à des groupes d'étudiants, d'enseignants et de parents sont des occasions privilégiées de conscientisation, de réflexion et d'échange. Au cours de ces rencontres, la démarche consiste à démystifier le suicide bien sur, mais aussi à démystifier la vie. Ce deuxième volet constitue, de fait, la force et la grande originalité du programme. L'accent mis sur la vie et ses aspects positifs pour faire contrepoids au désespoir, à l'isolement et aux tendances suicidaires suscite chez les participants un enthousiasme et un engagement étonnants.

Une autre des activités du programme, c'est l'organisation et la réalisation d'une «Semaine du mieux-vivre». Cette semaine fournit un bel exemple de ce qui peut se vivre dans un milieu pour désamorcer les conflits, alléger la vie quotidienne et la rendre agréable. C'est aménager un terrain où les tendances suicidaires ont peu de chance de germer.

Pour mener à bien un tel programme, la participation des gens du milieu s'avère indispensable. C'est pourquoi des groupes de soutien, d'action et d'aidants-naturels ont été mis sur pied; ils regroupent une quarantaine de personnes, ce qui donne au programme tout son dynamisme et sa créativité.

Conclusion

La seule prévention efficace du suicide est aussi la plus difficile: il s'agit d'amener le jeune à poser un regard différent sur lui-même et sur ceux qui l'entourent. Cela suppose parfois beaucoup de temps, de foi en l'être humain mais, surtout, beaucoup d'amour. Voilà la toile de fond du programme «Prévention du suicide en milieu scolaire».

Claude Thibault et des élèves

NATIONAL AWARD FOR OUTSTANDING MERIT

Name and address of teacher:

86-7-23

Claude Thibault
510 Poulin Street
Sherbrooke, Quebec
J1E 2N3

Claude Thibault

Name and address of school:

École polyvalente Le Ber
940 Ste-Famille Street
Sherbrooke, Quebec
J1E 1V1

Title:

THE PREVENTION OF SUICIDE IN THE SCHOOL ENVIRONMENT

Introduction

The suicide rate among young people in Quebec is the highest in the world. Such untimely deaths concern us all. Because suicide is an act of a living being, it is therefore of significance. It brings to mind the reasons that lead to such a dramatic choice, as well as our responsibility as men and women with regard to those who are less resistant to life's hardships.

Description:

Project aimed at identifying and supporting young people who show or who have shown suicidal tendencies. Its purpose is to:

— develop involvement of a preventative nature;

— provide company for young people who have difficulty facing life;

— provide for means of intervention in times of crisis;

— make people in the environment aware of their role as potential helpers and to promote their involvement.

Objectives

— To prevent suicide or suicide attempts by promoting "better living" among the students.

— To allow a target group to come to grips with the reality of suicide by:

• demystifying suicide,

- demystifying life,
- becoming aware of the problem.

— To promote more consultation and unity within the environment.

— To give support to all people in need of situational assistance or to refer them to appropriate services.

Methods Used

Meetings of students, teacher and parent groups provide the most appropriate opportunities for consciousness raising, reflection and exchange. During these meetings, the approach is aimed at demystifying suicide and also at demystifying life itself. This second component is of course what accounts for the great originality and strength of the Program. The emphasis placed on life and on its positive aspects, as forces counterbalancing despair, isolation and the tendency to suicide generates a rather astonishing level of enthusiasm and commitment among the participants.

Another of the activities of the Program is the organization of a "better living week". This week is a good example of what can be done in an environment to defuse conflicts, and make everyday living easier and more pleasant. It is finding a set of conditions in which suicidal tendencies have little chance of taking hold.

The implementation of such a program requires the involvement of the people in the environment. That is why support groups, action groups and natural helper groups were established, including approximately forty people who give the Program all of its dynamic and creative impetus.

Conclusion:

The only effective way of preventing suicide is the most difficult: the young people must be brought to see themselves and those surrounding them in a different light. That sometimes takes a lot of time, a lot of faith in mankind but also a great deal of love. That is the setting for the Program for the Prevention of Suicide in the School Environment.

Claude Thibeult and Students

Name and address of teacher: 86-7-24

Donald W. Carter
27 Cottonwood Avenue
Charlottetown, Prince Edward Island
C1E 1C1

Name and address of school:

Col. Gray Senior High School
175 Spring Park Road
Charlottetown, Prince Edward Island
C1A 3Y8

Title:

THE BARGAIN PERIODICAL INDEX

Titre:

INDEX BON MARCHÉ DE PÉRIODIQUES

Purpose

The Bargain Periodical Index began as a project designed to overcome the handicap of lack of access to Canadian magazines which afflicts many small — and medium-sized high school libraries unable to purchase commercially available indices. This is a particular problem in the Atlantic provinces due to the low level of funding for school libraries which is common throughout this region and which prevents most high school libraries from purchasing the Canadian Periodical Index.

But

Ce projet a été entrepris afin de résoudre le problème d'un grand nombre de petites et moyennes bibliothèques d'écoles secondaires qui sont dans l'incapacité d'acheter des index canadiens disponibles sur le marché. Ce problème touche particulièrement les provinces Atlantiques en raison du faible financement destiné aux bibliothèques scolaires dans l'ensemble de cette région, ce qui empêche la plupart des bibliothèques des écoles secondaires d'acheter l'*Index de périodiques canadiens*.

Description

The Index was designed to be produced using available equipment and software found in a school computer laboratory because the funding for alternative equipment is not available. The sixteen Canadian periodicals I judged to be the ones most likely to be found in Atlantic region high school libraries were those selected for indexing. A quarterly printout is produced comprising some 1200-1300 entries occupying some 30-35 15 by 8 inch sheets of computer paper. Due to limited disk storage capacity a six-month cumulation comprising some 2700 entries,

arranged alphabetically by subject heading and 60-65 pages in length has to be produced twice a year to cover all the indexed material. Each entry consists of five items; in order — subject heading, article title, magazine, date of issue and page number.

The Index is used not only by librarians to teach the use of magazine indices as an information retrieval skill but also by students researching available Canadian material for projects. As well teachers, particularly history and political science teachers have found it to be valuable for use in their classrooms.

Evaluation

Feedback received from teachers, students and librarians about the Index has been quite positive. Positive features mentioned include its legibility due to the large print used, ease of access for all users, and comprehensiveness of the material indexed as well as early availability compared to other sources. The only negative feature mentioned was the limited number of magazines indexed which is due entirely to the limited disk capacity of the software program employed. The Index has spread from its origin in the author's school to the point where it is now used by some 50 high schools in Eastern Canada. This would seem to indicate that the Index is filling some perceived need.

Conclusion

The Bargain Periodical Index is a significant project because nothing similar has been attempted before to the best of my knowledge. Many small and medium-sized school libraries have not been able to utilize Canadian materials to the fullest extent because of the lack of affordable access. The Index provides them with such a tool.

PROJECTS OF PREVIOUS FIVE YEARS ON WHICH INFORMATION IS AVAILABLE/DES RENSEIGNEMENTS PEUVENT ÊTRE OBTENUS SUR LES PROJETS SUIVANTS DES CINQ ANNÉES PRÉCÉDENTES.

Project No./ N° de projet	Title/ Titre
85-1-1	Division III Modular Fine Arts Program
85-1-2	Essais musicaux
85-1-3	Integration of the Fine Arts in the New English Language Arts Curriculum
85-1-4	Reaching Out to the Community in a Dramatic Fashion/ Intervention théâtrale dans la collectivité
85-1-5	M.U.S.I.C. (Motivation Using Successful Innovative Concepts)
85-2-6	Airborne
85-2-7	Apprendre en enseignant/Learning by Teaching
85-2-8	Catalyst for Learning
85-2-9	Enseignement de l'éducation sexuelle au centre d'accueil Relais St-François
85-2-10	L'ensemble pédagogique: Création de monnaie et politique monétaire
85-2-11	Émulation quant au comportement, au rendement académique et à la vie quotidienne à l'école Saint Cœur de Marie
85-2-12	Listening and Thinking and Speaking and Writing
85-3-13	An Approach to Discipline in High School
85-2-14	The Teddy Bear's Approach to Writing a Paragraph
85-3-15	The Queen Charlotte Islands Reading Series and Guidebook
85-3-16	Techniques in Research Essay Writing
85-4-17	Elementary Science — A Time for Renewal
85-4-18	Motivational Techniques in Science
85-4-19	The N.F.B. Canada Map

85-4-20	Life Science Comes "Alive"!
85-5-21	QUEBEC and CANADA: An Alternative History Course for Non-academic Students/Le QUÉBEC et le CANADA: Un cours d'histoire de rechange pour les élèves en difficulté
85-6-22	Forestry Career Preparation Program
85-7-23	Ilihakvik Enrichment Program — 1981-84/Le programme de renforcement d'ilihakvik — 1981-1984
85-7-24	Latchkey Program
85-7-25	Skin and Scuba Diving
84-1-1	Video Drama
84-2-2	Une approche psychomotrice dans l'enseignement de la natation aux enfants déficients mentaux moyens âgés de 5 à 21 ans
84-2-3	«Bonjour mes amis»
84-2-4	A Gifted Unit for the Reluctant Learner: The Famous People's Unit
84-2-5	The Interdisciplinary Team Approach to Instruction
84-2-6	Using Folk Music as Medium in Canadian History, A "Voice to the Past"
84-3-7	From Examiner to Trusted Adult: Sharing Writing in a Climate of Trust/De l'examinateur à l'adulte sur qui on peut compter: Comment établir un climat de confiance grâce à l'échange de correspondance
84-3-8	"Games that Children Play": A Language Arts Theme Approach
84-3-9	Thematic Approach to Teaching Language Arts
84-3-10	An Interdisciplinary Approach to Reading and Social Studies Using the Topics of "Old Age and Dying" and "Ethnic Minorities"
84-4-11	"ASTREK" (ASTRonomy Explorations in Kindergarten)/ «ASTRONOMATE» (ASTRONOmie en MATErnelle)
84-4-12	"BLAST OFF"/MISE À FEU
84-4-13	Cockroaches and Things

84-7-14	Crime Buster (Student's Crime Prevention Workbook) Winner of the 1983 Solicitor General of Canada Award for Crime Prevention
84-7-15	Values and Career Exploration Program for Grades Kindergarten — Six
84-7-16	Éducation psychologique et formation en animation et relation d'aide
84-7-17	Individual Education Profile for Elementary Students with Learning and Adaptation Problems
84-7-18	Lord Selkirk School Division No. 11 Junior Parliament
84-7-19	The Learning Enrichment Service (LES): An integrative Model for Enrichment Programming
84-7-20	Commis-vendeur — MINI-MAG 84/Sales Clerk Course — MINI-STORE 84
84-7-21	Peer Action
84-7-22	Logiciels français pour PET et COMMODORE 64
84-7-23	Tupper Mini-School/Emma's Infant Care
84-7-24	Wilderness Experience Program
	CREE
83-1-1	Electronic Music
83-1-2	Projet mille dessins
83-1-3	Théâtre des marionnettes «Protégeons notre milieu»
83-2-4	Life Skills and Work Orientation Department... Co-Op...
83-2-5	Enthusiasm is Caught — Not Taught!/L'enthousiasme se communique — Il ne s'enseigne pas!
83-2-6	Freedom/Liberté
83-2-7	Learning Centres for the Grade One Students
83-2-8	Teaching of Study Skills by the Direct Instruction Method at the Junior High School Level
83-2-9	Fine Arts Physical Education and Recreational Activities in a Rural Junior High School
83-3-10	Inner Journeys — An Approach to Creative Writing

83-3-11	Signs of the Environment: A Meaningful Approach to Beginning Reading
83-3-12	The Fishing Project
83-4-13	Alchem: A Wholistic Chemistry Education Program
83-4-14	Teaching Computer Programming with School-Wide Application (and Beyond)/Enseignement de la programmation machine au niveau de toute une école (et de la collectivité)
83-4-15	Grade XIII Biology Resource Book
83-4-16	Jeux mathématiques
83-4-17	Mathematics Workbook for Learning Disabled Adolescents
83-5-18	Teaching Respect for the Law
83-6-19	The Meat Tray Glider
83-7-20	A Survival Program for Young Children/Programme de survie pour les jeunes enfants
83-7-21	A Career Exploration Program for Students in their Final Years of High School: A Cooperative Approach
83-7-22	Lapidary in the Classroom
83-7-23	Positive Peer Pressure
83-7-24	Correction de tests objectifs du type choix multiple par micro-ordinateur
82-1-1	L'atelier de culture
82-2-2	A Futures Studies Curriculum for Gifted Students in Grades 7 and 8: An Interdisciplinary Approach/Programme d'études prospectives pour élèves doués des septième et huitième années: une méthode interdisciplinaire
82-2-3	After Early Identification — Developmental Kindergarten
82-2-4	Le Franco III, révisé; Le Franco IV, révisé
82-2-5	Kindergarten Awareness and Assessment Program
82-2-6	Le correctif au profit de l'enfant

82-2-7	Applications d'idées originales pour promouvoir la coopération dans la pratique de l'activité physique/Applications of Original Ideas to Promote Cooperation in Physical Activities
82-2-8	Life Skills: The Use of Decision-Making Skills in Community Involvement
82-2-9	The Extended School of LaSalle High School/L'École satellite de l'école secondaire LaSalle
82-2-10	Elementary School Program, Virginia Park Arts Core School (Staff Project)/Programme d'école primaire, Virginia Park Arts Core School (Projet du personnel)
82-3-11	A Writing (Composition) Program for Students in Grades Four and Five in the Province of Alberta
82-3-12	The Primary Classroom and the Resource Centre
82-4-13	Microcomputer Instructional Aids for Physics Education
82-5-14	The History of Devon York County, New Brunswick — A Local Studies Project
82-5-15	A Model for Student Initiated Research in the Social Sciences
82-5-16	Geography Baseball
82-6-17	The Learning to Live Farm Program
82-7-18	Grade 7 Life and Study Skills Program
82-7-19	Native Studies
82-7-20	Varennes School Museum — Museum Offers Window to the Past
82-7-21	The Slavey Research Project
81-2-1	A "Pilot Project" in Special Education Which Allows for Special Education Students to be Mainstreamed Into Regular Classrooms for 95% of the Teaching Day
81-2-2	Collapsible Bowling Assist Device for Motorically Handicapped Students
81-2-3	A.R.T.-P.R.O.B.E.: Experimental Design for a Parallel Curriculum
81-2-4	The Classroom Radio Medium as a Teaching Device

81-2-5	Volunteer and Parental Involvement: A Requisite in Special Education
81-3-6	Written Expression for the Young Adult, the Skills of Effective Expository Writing
81-3-7	The Writing of Meaningful Poetry in Division III
81-4-8	Physique: La Cinématique et la Dynamique
81-6-9	Kids Cook Too! (A Nutritionally Based Metric Cooking Program)
81-6-10	Students in the Community Food Science Project
81-6-11	Farming in Manitoba
81-6-12	100 exercices de vitesse et de précision
81-7-13	Ashmont Life Skills Program
81-7-14	An East Indian Cultural Program for Changing Racial Attitudes in Elementary School Children
81-7-15	Chicks Help to Motivate Math Students
81-7-16	Options: An Alternative Program for High School Drop-outs
81-7-17	The Hampton Gray Project
81-7-18	Moosehide Tanning